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ABSTRACT

This report contains informal material as well as brief research reports of Center activities. The concept of the Center is that it serves as a pilot project to be replicated throughout the state to raise the level of individual functioning of old people to the highest level possible. It is intended that the educational as well as social aspect of the Center will provide a fundamental departure from the traditional role expected of the retiree. Over 2000 participants engage in Center activities; however, Japanese, Chinese and Hawaiian ethnic background persons predominate with an underrepresentation of part-Hawaiian, Filipino and Caucasian persons within the target area. Research conducted at the Center is being carried on by University personnel to study the relationship of visual acuity to judgement (65 and over), as well as health screening and exercise programs. Abstracts are appended. (SBP)

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HAWAII STATE SENIOR CENTER
SEVENTH ANNUAL REPORT

July 1, 1975 - June 30, 1976

We Play, We Learn, We Serve

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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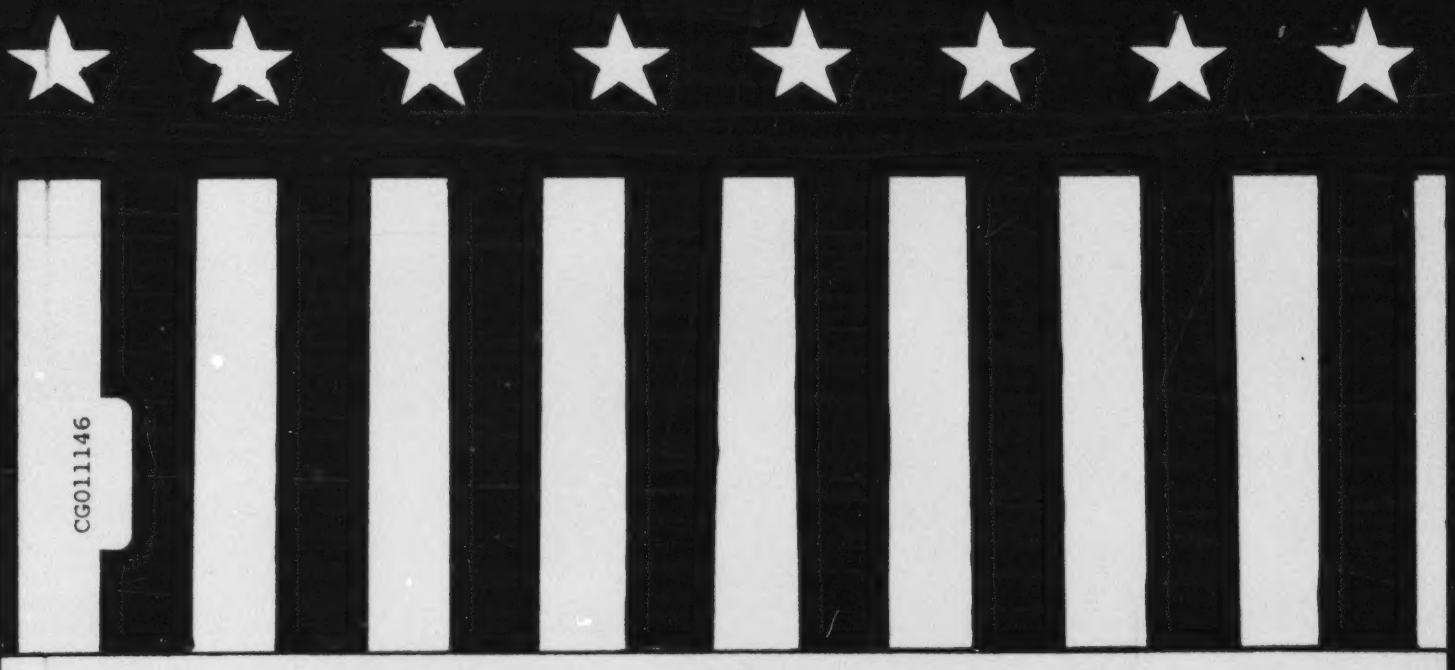

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SEVENTH ANNUAL REPORT

of the

HAWAII STATE SENIOR CENTER

sponsored by
Honolulu Community College

July 1, 1975 - June 30, 1976

HAWAII STATE SENIOR CENTER
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HONOLULU, HAWAII 96817
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Yuk Lan Young

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F O R E W O R D

This innovative program, a Multi-purpose Senior Center operated by the Honolulu Community College, has dramatically increased its visibility in the community during its seventh year. In addition to the 2,117 enrolled members, the Center served an additional 6,725 visitors; a 100 per cent increase from the previous year. It is significant to note that visitors, young and old, come from as far as Asian and Pacific countries as well as the continental United States to observe this unique multi-ethnic program in operation.

Another significant statistic is the individual census count of 62,011 during the year as compared to the multiple count of 84,413 persons attending group activities. This means that about a third of the participants attended more than one activity during their visit to the Center. This indicates that in addition to their primary interests, which bring them to the Center, participants are attending other group programs thereby enlarging their interests and involvement with other groups.

The Center continues to be over-represented in the Japanese, Chinese and Hawaiian groups and under-represented in the Part-Hawaiian, Filipino and Caucasian groups within the target area. The older person is also over-represented indicating that the Center has more significance during the later years when friends and associates pass away.

The Center continues to meet the needs of the mature adult in the preservation of cultural values. The recent completion of the activities lanai provides for better servicing of leisure activities. The continuation of the Center as a permanent agency has not been established. We who are associated with the Center, share a deep concern for its future and the continuity of its service to the elderly.

Honolulu Community College is proud of its continued involvement in the development of programs and services, especially designed for senior citizens.

Clyde K. Yoshioka
Provost
Honolulu Community College

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Hawaii State Commission on Aging
Honolulu Community College
Medical Advisory Committee
Hawaii Senior Services, Inc.

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Participant Advisory Board

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Executive Director

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PROJECT STAFF

Executive Director	Charles W. Amor
Individualized Services Coordinator	Elaine K. Yasumori
Group Activities Coordinator	Mechelle Greening
Stenographer	Faith Q. Osurman
Center Aides	Mitsuko M. Backus
	Gladys K. Toma

* *

PARTICIPANT ADVISORY BOARD

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Vice-Chairman	Ruth Chow
Secretary	Dorothy Tsuji
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Auditor	Mazie Tani
Member-at-Large	Violet Kealoha

Appointed Members:

Kalihi-Palama Resident Participation Organization, Model Cities	Irene Fujimoto
Honolulu Committee on Aging	Kenji Goto
Catholic Social Services	Dorothy Hoe
Department of Health	June Takenaka
Honolulu Community College	Alan Yonan

This report covers the period: July 1, 1975 - June 30, 1976

Charles W. Amor
Executive Director

Faith Q. Osurman
Stenographer

P R O J E C T

S T A F F

Mechelle Greening
Group Activities Coordinator

Elaine K. Yasumori
Individualized Services Coordinator

Mitsuko M. Backus
Center Aide

Gladys K. Toma
Center Aide

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Dorothy Tsuji
Secretary

Elected
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Violet Kealoha
Member-at-Large

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Participant Organization,
Model Cities

Kenji Goto
Honolulu Committee on Aging

Dorothy Hoe
Catholic Social Services

June Takenaka
Department of Health

Alan Yonan
Honolulu Community College

C L U B C O U N C I L

Chairman: Rotated monthly from list of Club Presidents and Secretaries

Secretary: Mechelle K. Greening (staff)

Members: Consist of Club Presidents and Secretaries or Alternates and Participant Advisory Board Members

ABE, Roy T.
ADANIYA, Kimiko
ALVAREZ, Anne
AMINA, Margaret
AMOR, Charles (staff)
ARAKAKI, Kiyu
CAMPBELL, Violet
CARDENAS, Natalie
CHA, Sung H.
CHOW, Ruth
GREENHALGH, Leona
HEE, Violet
KEALOHA, Joseph
KEALOHA, Violet
KIAI, Abraham
KUSHIMA, Nobukazu
LUM, Kong Kee
NISHIDA, Grace
PALAKIKO, Annie
RODRIGUES, Elizabeth
TANI, Mazie
TENGAN, James
TSUJI, Dorothy
WHEELOCK, Winifred
WONG, Ruth
YAMAMOTO, Henrietta
YASUMORI, Elaine (staff)
YOUNG, Alexander
YOUNG, Jun Lum
ZOLLER, Catherine

HAWAII STATE COMMISSION ON AGING

Mrs. Shimeji Kanazawa, Chairman

Mr. Renji Goto, Director

Appointed Members:

Yaso Abe
Robert W. Clopton, PhD
Kimiyo Fujioka
Louie Gonsalves (Kauai)
Merl Hawthorne
Theodore D. Hussey
James Kline
Andrew W. Lind, PhD
Rose C. Lung
Franco Manuel, Rev.
Ethel Mori
James Nishi
Francis Okita
Richard Sakuma
Albert K. Sing
Toru Suzuki (Maui)
Harry K. Takara
Masaichi Tasaka
Masaichi Uemura (Hawaii)

Ex-officio Members:

Dept. of Education	James Le Vine
Dept. of Health	Kleona Rigney, MD
Dept. of Labor & Industrial Relations	Richard Tatsuyama
Dept. of Social Services & Housing	Judith Ooka
Director of Community Colleges, U. of H. .	Walter Chun
U.S. Dept of HEW, Social Security Admn. .	Edward Ichiyama
Administrator, Employees' Retirement Sys..	Kim Tet Lee

* *

HONOLULU COMMUNITY COLLEGE

Provost	Clyde K. Yoshioka
Dean of Instruction	Donald Yanagihara
Assistant Dean of Instruction	Alan M. Yonan
Assistant Dean of Instruction	Peter R. Kessinger (ending 3/14/76)
Acting Ass't. Dean of Instruction.....	Iris Fukui (starting 3/15/76)
Director of Business Affairs	Bob Hirata

MEDICAL ADVISORY COMMITTEE

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1975-76

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Edward Colby, M.D., Pacific Institute of Rehabilitation Medicine
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Judy Fujimoto, R.N., Dept. of Health
Kimiyo Fujioka, Moiliili Community Center
Kenji Goto, Retired. Administrator, Kuakini Medical Center
Nancy Ishimoto, Supervisor, Public Health Nursing Branch, Lanakila Health Center
Doris Jasinski, M.D., Medical Consultant
Kin-How Louie, D.M.P., Podiatrist
Reta Maag, Project Director, Health Screening for the Elderly
Mabel McConnell, Kokua Council
Noboru Oishi, M.D.
Gladys Park, R.N., State Comprehensive Health Planning
Martha Rouse, R.N., Health Screening for the Elderly
Ijaz Rahman, M.D.
Kleona Rigney, M.D., Dept. of Health
George Suzuki, M.D.
Tom Thorson, Hawaii Medical Association
Eugene Wong, M.D.
Sau Ki Wong, M.D.
Elaine Yasumori, Individualized Services Coordinator, HSSC
Walter Young, M.D.

HAWAII SENIOR SERVICES, INC.

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1975 - 1976

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PARTICIPANT ADVISORY BOARD

Chairman's Report

In proclaiming May as OLDER AMERICAN'S MONTH, Governor Ariyoshi stated, "those keepers of the keys to an historical past, our elderly, stand closest to the gates of our rich multi-cultural heritage."

This thought is in keeping with the theme of the Governor's Bicentennial Conference on Aging to be held June 8 through June 12, 1976 in Honolulu. Hawaii's elderly will join with visitors from the Pacific Rim and the Mainland in honoring Hawaii's Older Americans.

Hawaii State Senior Center is a multi-ethnic program because of the many non-English speaking elderly seeking the companionship of other persons of similar interests and experiences. It serves as a bridge to the culture of the mother country and revives the exciting memories of younger years. These memories exemplified in songs and dances are the legacies to be preserved and passed on to a newer generation also seeking their own identity in the United States.

This year's Annual Report will chronicle our attempts to establish that cultural bridge so that opportunities abound for this sharing to happen. The culture that we value has more meaning when shared with those younger people who want to retain the identity of the heritage that is rightfully theirs.

Accomplishments of the Board:

Building Program: The effective conduct of programs and services, especially Hawaii's multi-ethnic community of older people, is related to the location and design of the multi-purpose building. Adequate space is needed to provide options for large and small groups to be programmed simultaneously.

During the past year, the area legislators and the Governor facilitated the completion of the Library Annex. This once open space is now a comfortable haven for the men's activities; a pool table and "go" tables are available at convenient hours. An additional space is available to conduct Hawaiian crafts that do not have priority in the already heavily scheduled craft room.

Renovations to the Inner Court is underway and will accommodate the overflow in the Activity Room. At the present time, the area cannot be used because of the rain and sun. While it will not increase the floor space for much needed classrooms, it will be more comfortable to use. If past experience is any guide, the area will be used extensively.

The bids for the Free Standing Kitchen have been opened and awarded. It is hoped that the construction of the kitchen will be underway this summer. Our area legislators generously appropriated additional funds for the construction of a dining room area. The area will also make it safe for participants to use area near the kitchen.

These improvements were possible through the active participation of Board members. Responsive legislators working cooperatively with the Governor make the process enjoyable.

Operational Problems:

Change of Funding Agency. The changeover from a direct contract between the Commission on Aging and the University to a contract between the Honolulu Office of Human Resources (Honolulu Area Agency on Aging) was a period of uncertainty. The contract between the University and the City for the period beginning July 1, 1975 was not completed until March, 1976. Even at that, the indirect costs were not resolved, thereby, delaying the filling of staff vacancies. The lack of an approved budget at the beginning of the fiscal year makes it very difficult to project an expenditure plan for the Center.

It is hoped that this problem is resolved so that next year the Board can hold the staff accountable for the planned expenditures for the Center. The Board is continuously reminded about the unfilled positions in the Center. However, aside from reinforcing the urgency of the problem, the administrative staff has the responsibility for carrying out the program the best way possible.

The lack of adequate parking space has become more critical the past month because of the occupancy of the new Regional Health Center without the completion of the parking lot.

We want to remain good neighbors with the Housing Authority who has allowed us to use its parking area. They have warned us recently about the lack of parking for their own employees and their need to withdraw space previously allocated to us. Most of the Center members use the free bus service but on certain days the high use of private cars has been a strain in the area. A long range solution is needed.

Club Council:

The Club Council continues to be an effective mechanism for coordinating group activities at the Center. Chairmanship was rotated to give each member an opportunity to conduct the Council meetings. Special classes on parliamentary procedures were well received and requested again for next year.

Each Club is given sufficient opportunity to plan and implement program activities at regularly scheduled periods. Even with this freedom, staff is needed to maintain programs which are weak but badly needed, to introduce new ideas and to relate the club activities to the administrative structure. Participants' personal problems are best undertaken by professional staff through counseling or referral.

Classes at the Center:

The presence of students in the Center is now well accepted by the Seniors. We are pleased to share our experiences with them as long as they are respectful. This year, the Center members were delighted to see Caucasian youngsters seriously learning the Okinawan dances.

Elsewhere in this report, the staff will analyze the results of inter-generational classes to evaluate if this mix has value to both students and seniors. We are very pleased with the cooperation of the faculty of the Honolulu Community College in providing these classes in the Center. It is expected that future elderly will be seeking a different type of learning experience and now is the time to experiment with new classes.

Liaison with Other Planning Groups:

Participants and staff have supported the Kalihi-Palama Committee on Aging as a means of planning activities with a larger community. Sharing of information with other agencies is a necessity to conserve our limited governmental resources.

The Lanakila Community Council is also supported because of the many cooperative relationships established. For example, the Center sends beginning students to the ceramics classes and in turn allows the use of the Center's kiln. The Lanakila Center is a resource for additional space that is needed at the Center. Furthermore, the Center supports the construction of a Cultural and Recreational Center and will establish programs which will benefit all age groups in the immediate neighborhood.

The Sand Island Park Planning Committee is another example of participation by the elderly. It is hoped that the park will be designed so that the elderly will feel comfortable and welcomed when the park is completed.

Advocacy:

During the year, Center representative spoke in behalf of restoring the discount air fares for senior citizens, Multi-purpose Senior Centers, food stamps, reduction of property tax and other issues affecting seniors before legislative and administrative bodies. The key to these representations as well as participation in meeting is the capability of our Center members.

Special mention is extended to outstanding Center members who participated in these and other meetings -- Mr. Henry B.C. Ho, Mr. Shigeru Yoshinaga, Mr. Abraham Kiai, Mr. Nobukazu Kushima, and Mr. Roy Abe. They are mentioned because of their dedication and effectiveness in representing the Center.

James H. Tengan
Chairman,
PARTICIPANT ADVISORY BOARD

STATUS OF PROJECT

I. INTRODUCTION:

The completion of the seventh fiscal year ended with a clearer perception of the varied goals of a "Multipurpose Senior Center." The Commission on Aging conceived of the Center as a pilot project to be replicated throughout the State. Emerging from the experience of the past year was the concept of raising the level of individual functioning of old people to the highest level possible.

The Center experience presents a fundamental departure from the traditional role expected of the retiree. For the senior citizen seeking a significant involvement in retirement, the Center represents a second home where intellectual and social stimulation are readily available and acceptable. Here is a place, clearly visible in the community, where old friendships and interests are renewed; new friends and interests are won. The songs, dances and stories of the ethnic groups are retained and cherished. In turn, the Center has emerged as a microcosm of a cosmopolitan community with participants sharing their values and life experiences.

The unique contribution of Hawaii's elderly is to demonstrate to all generations the extent of personal enrichment that can result from the daily interaction with others of different interests and viewpoints. This mature outlook exemplified in the improved

lives of the older adult has influenced an optimistic future to which each generation aspires.

II. HISTORY AND PURPOSE OF THE CENTER:

The historical development of the Center is reported in other issues of the Annual Report. A bibliography and a description of the contents of these reports are contained in Appendix A.

III. HYPOTHESIS OF THE MULTIPURPOSE SENIOR CENTER:

The Center continues to espouse the Activity Theory of Aging. Essentially, the theory hypothesizes a positive relationship between activity and life satisfaction. In contrast, "disengagement" (Henry and Cummings, 1961) proposed that:

> "...society and the individual prepare in advance for the ultimate 'disengagement' of incurable, incapacitated disease and death by an inevitable, gradual and mutually satisfying process of disengagement from society."

At this point in time, neither theory is sufficient by itself to explain all the myrid patterns of aging. Neither theory is able to explain the decreased social interaction common to the phenomenon of aging. Nonetheless, Center participants continue to report that Center services and activities maintain their morale and their sense of well-being through interaction with their own age groups.

IV. ADMINISTRATIVE PROBLEMS ENCOUNTERED DURING THE YEAR:

A. Major Fiscal Changes:

Commencing July 1, 1975, funds to operate the Center were

allocated to the City & County Office of Human Resources which in turn contracted with the University for the operation of the Center. The contract was not available until March, 1976 and the uncertainty over the waiver of indirect costs required that staff vacancies remain unfilled.

During 1974-75 when 100% State funds were contracted from the Commission on Aging to the University of Hawaii, the chain of command was simpler. More importantly, under the State General Fund appropriation, the University did not need to budget for fringe benefits and indirect costs.

The purpose for the change to the Office of Human Resources is to comply with the Federal strategy for the coordination of elderly services at the (Sub-State) level. The Honolulu Area Agency of Aging within the City's Office of Human Resources has the responsibility for the coordination of all elderly services at the City and County level. The new funding mechanism would thereby assure better Oahu-wide coordination.

Unfortunately, Federal strategy contaminates State funds appropriated for the Center. The major advantage of the use of State funds is to obtain flexibility in the operation of the program and to use State funds to match other Federal funds which may be forthcoming.

Additional administrative reviews are created through which

the contract must be approved. In addition to the Office of Human Resources, the project must win approval at the Mayor's Office and the City Council level. Any delay in the approval process has a rippling effect throughout the project.

B. Limitation of Membership:

Last year, we reported the policy adopted by the Participant Advisory Board to limit the total enrolled membership to 2,080 because of the limited staff and facilities. In addition to the enrolled members of the Center, last year, staff responded to over 3,000 requests for information about various services for senior citizens. Referrals are made to the City and County Information and Referral Services for more information and follow-through. Callers in the Kalihi-Palama area are invited to come to the Center for follow-up.

The procedure for implementing this policy was to place eligible persons on a waiting list and to enroll when membership slots are open. By the second month, the procedures resulted in many complaints. The Board rescinded the policy and the Center continues to enroll new members after the third visit.

C. Personnel Shortage:

The justification for additional personnel was based on a membership growth from the original 500 personnel projections to 2,000 and a daily average attendance from 75 to 250. The budget reflecting the increased personnel requirements was approved as an expanded budget

item two years ago. However, the administration has not been able to implement the expansion because of the contract delay and the uncertainties of the budget decisions.

Students and volunteers are used to perform staff functions where needed. However, this is not an effective use of staff time as the continuity of students and volunteers are limited. Staff must continually train a new cadre of personnel to replace the irregular students and volunteers.

This reduces the time available to provide attention to participants requiring special handling. It also detracts from the evaluation of existing programs and the development of new programs. Lastly, ad hoc staff cannot develop their skills to become self-directive.

It is hoped that this personnel shortage will be corrected this year.

D. Additional Supportive Services:

Last year, we identified the need for additional supportive services to members no longer able to use the Center because of declining health. The increased infirmities in old age have caught up with the older members of the Center making the weekly visits to the Center no longer feasible. Services are needed to connect them with the Center to maintain the friendship gained at the Center and for some supportive services to keep them in their home.

Doorstep transportation to get them to their medical appointment, shopping, homemakers services and home repair services, especially for single family residents, are needed.

E. Evaluation:

The concept of evaluation contracted to a non-staff evaluator continues to be a viable method. The process included the development of a taxonomy comprising the three major components of the Multi-purpose Senior Center; Individualized Services, Group Activities and Community Development. This year the evaluation focused on the community development component. Staff and participants were jointly involved in the development of the instrument and the implementation of the evaluation survey.

The Pacific Research Institute was contracted this year as Dr. Gerald Meredith, the Center evaluator for the past six years was on sabbatical leave. The report is duplicated in its entirety. It is significant to note that the results of the survey show that the Center has obtained high standards of acceptability as defined by the objectives.

Surveys were also conducted in the following areas and included in the Appendices:

1. Volunteer Services Evaluation.
2. University of Hawaii Human Development Student Survey.
3. Inter-generational classes of senior and community college students.

The results suggest program revisions and areas for further exploration and experimentation.

V. COOPERATIVE RELATIONSHIPS WITH THE NATIONAL INSTITUTE OF SENIOR CENTERS:

A. Baseline Information:

The development of Hawaii State Senior Center (HSSC) as a Multi-purpose Senior Center, was conceived to be different from a senior activity center operated by a Department of Recreation. This posed a problem by way of comparison. The HSSC could not be compared with the City programs because the range of services included two additional components; the individualized services and the community development services.

The publication of the report entitled, "Senior Centers: A Report of Senior Group Programs in America," by the National Institute of Senior Centers, a program affiliate of the National Council on Aging, 1975, gives the Center a basis of comparing its program with a larger community.

Generally, the Hawaii State Senior Center compares favorably with existing senior group programs throughout the United States. Hawaii State Senior Center was also selected as (1) of (30) Centers for an on-site evaluation. The comparatively favorable summary of research and demonstration activities 1969-1976 is included as Appendix B.

The above study is a result of a 25% sample of 4,870 eligible

senior centers and clubs responding to an initial directory phase survey. The survey's purpose was to collect more detailed, in-depth information concerning all aspects of senior group program locations, budget, services and activities; goals, number and characteristics of users and qualifications of program staff. This second in-depth phase completed gathering data necessary for description of the current status of senior group programs.

Table (1) prepared by National Institute of Senior Centers summarizes the characteristics of Senior Group Programs throughout the United States. It identifies six (6) categories of senior group programs and outlines the type of governing body, funding source, accountability, eligibility, service scope, client characteristics and operational location. This information is especially useful for program planners with reference to the potential of each of the category of service.

Table (2) compares Hawaii State Senior Center with National Averages in critical Center indicators. In all the areas, with the exception of staff, the Hawaii State Senior Center compares very favorably against other Multipurpose Senior Centers, Senior Centers, Independent Clubs or Clubs as part of a larger organization.

Table (3) compares the Hawaii State Senior Center with the National averages in the number of services in each component service area. The Center does exceptionally well in (10) of (11) ser-

vice areas. The Center is deficient in transportation services; of the (9) possible service activities in transportation, the Center has none. Free public bus transportation is available to all seniors 65 years and above. However, the busline transverses the target area, thereby, being inaccessible to certain elderly residents. Furthermore, those not sure-footed have difficulty using the bus transportation to get to the Center.

Table (4) is a detailed listing of the total possible services provided in senior group programs throughout the United States, "x" indicates those services offered at the Center and "o" those not offered at the Center.

Table (5) lists those services which emanate from the Center but are not included in the National survey. Because the Center is administered by an educational institution, a closer relationship is possible with investigators in research, training, and demonstration projects. Finally, the large population of non-English speaking participants require that our program respond positively to the multi-cultural background of our participants. It is this quality which makes the Hawaii State Senior Center so very different from Centers in the continental United States.

Table (6) presents an overview of a systems approach to elderly services intervention. The assumption is that a comprehensive, coordinated system of elderly services is needed in every community

to keep the older person active and well and away from services requiring institutional care as much as possible. A range of services is also needed to return elderly persons to the community when and if acute or intensive hospital care is required. The table estimates roughly the eligible elderly population extrapolated from current periodicals and suggests that the cost factors be a consideration in program development. Obviously, preventative care is less costly and any success in reducing the percentage of elderly requiring acute care will accrue to the benefit of the individual as well as the tax paying community.

B Development of Standards for Senior Centers:

The need for standards was documented by two research projects of 4,870 existing Centers conducted by the National Institute of Senior Centers.[1] (Hereafter referred to as NISC.) The research findings supported the Senior Center's function as focal point for services, providing opportunities for older persons and serving as a community resource for all age groups. It also revealed there were no evaluation criteria or even clear definitions for Senior Center programs, "While some Senior Center programs were the focal point for the community's concern for its older citizens, others were functioning in a limited manner and not serving segments of the older population who could benefit from a more adequate Center program. Some of the weaknesses revealed in the study can be attributed

[1]Standards for Senior Centers, Issue Statement to the Delegate Council of the National Institute of Senior Centers, Dec.,1975.

to limited resources. However, there was evidence that they were also related in important ways to an inadequate understanding of good practice and sound administration."

Recognizing that the standard would be more easily understood and acceptable if he were actively involved in its drafting, the Executive Director served as Chairman of the Sub-Committee on Standards and Evaluation in behalf of the Delegate Council of NISC. Further meetings are scheduled to revise and coordinate the work of this sub-committee with the total effort of the Delegate Council.

At the point that these standards are accepted by the Delegate Council, the Center will participate in a self-evaluation effort. Staff, Center participants and leadership will be involved in the process.

Another NISC publication entitled, "Senior Center Facilities: An Architect's Evaluation of Building Design, Equipment and Furnishings" has been released. The publication includes a format for surveying the present Senior Center facilities. This survey will be used by staff and Board members to assess the present facilities and to recommend corrective actions.

CONCLUSIONS:

Among the array of services offered in this multi-service delivery system, the most viable and optimistic programs are the educational activities.

Education itself is an affirmitive enterprise. It is based on the assumption that it will lead to something better in the lives of those participating. It is a continuous source of amazement to see non-English speaking elderly, say a 75-year old participant, electing Basic English class when their most productive years are behind them. "I go to school to be able to speak English to my grandchildren." There is a sense of responsibility to a newer generation.

PLANS FOR THE FUTURE:

During the year, alternatives for funding the continuation of the project will be explored. Hopefully, a more rational system will result.

Charles W. Amor
Executive Director

PROGRAM OUTPUT

Fiscal Year Ending June 30, 1976

		Monthly Range	
		Lowest	Highest
1.	Unduplicated Number of Older Persons Served Directly:		
	a. Enrolled Members: 2,117		
	b. Estimated Non-Members: ..... 6,725 (Visitors, Individualized Services & Screening)		
2.	Unduplicated Number of Older Volunteers Serving Project	72	240
3.	Unduplicated Number of Persons Reached by Mass Media 6,000		

SERVICE ACTIVITIES

		Number of Persons Served	Monthly Range Lowest	Monthly Range Highest
1.	Facilitation of Health Services	1,963		
2.	Information and Referral	5,369		
3.	Adult Education		249	2,424
4.	Recreation & other Free-Time Activities		2,522	6,279

STATISTICS TO ASSESS ATTAINMENT OF PROJECT OBJECTIVES

Objective #1: To establish the concept of a central meeting place for older people to meet their multiple concerns.

			Projected	Actual
Project Year	I	Membership Objective	500	698
Project Year	II	To Increase by 20%	600	927
Project Year	III	To Increase by 20%	720	1,575
Project Year	IV	To Increase by 20%	864	1,776
Project Year	V	To Increase by 20%	1,037	1,984
Project Year	VI	To Increase by 20%	1,244	2,080
Project Year	VII	To Increase by 20%	1,493	2,117

A. MEMBERSHIP:

		Total
1. Regular	1,591	
2. Associate	255	
3. Guests	183	
4. Service	88	2,117

B. ATTENDANCE:

1. Regular Members:	Males	16,424	
	Females	26,163	42,587
2. All Others: Associates, Guests, Service, Visitors			19,424
TOTAL ATTENDANCE			62,011
3. Average Daily Attendance: (Mondays thru Saturdays)			
Regular Members Only		148	
All Others		66	
4. Attendance in Group Activities			84,413

Objective #2: To increase the opportunities for older persons to realize his potentialities and capabilities from within the Center.

G R O U P A C T I V I T I E S

A. Regularly Scheduled Groups:		Total
Educational	307	
Recreational	366	
Administrative	24	697
B. Special Events:		
Educational	30	
Recreational	40	
Other Groups	73	
Administrative	1	
Informal Table Games	303	447

C. TOTALS:

Activities	1,144
Sessions	2,881
Attendance	83,774

D. Report of Participant Characteristics:

(See attached report for period ending June 30, 1976--pages 32 - 34).

E. Volunteer Services (By Hours):

For Center	12,912
For Other Agencies	10,812

VARIETY OF SCHEDULED ACTIVITIES:

I. REGULARLY SCHEDULED:

A. Educational Classes (Listed by Agencies):

1. Culture & Arts:	Actual Count	Average Size	Number of Sessions	Total Class Hours
Chinese Dance	708	15	48	92
Filipino Culture	1406	28	50	150
Hawaiian Crafts	418	9	45	90
Rondalla	468	5	86	172
2. Department of Education:				
Calligraphy	334	10	33	66
Chinese Dance	708	15	48	92
Citizenship	634	18	36	72
Cooking, Cosmopolitan	525	15	35	70
English, Basic-Monday	765	23	33	66
English, Basic-Wednesday	656	18	37	74
English, Basic-Wednesday	363	10	37	74
English, Basic-Thursday	703	18	40	40
English, Basic-Thursday	904	24	37	74
Filipino Culture	1406	28	50	150
Japanese Conversation	386	11	34	68
Ikebana (Flower Arrang.)	472	13	36	72
Oil Painting	295	11	28	56
Olapa	566	18	31	62
Sewing-Monday	488	15	33	82.5
Sewing-Tuesday (A.M.)	525	14	37	92.5
Sewing-Tuesday (P.M.)	441	13	34	85
Sewing-Wednesday	39	10	4	10
Sewing-Thursday	348	13	27	67.5
Sewing-Friday	324	13	25	62.5
Tai Chi	917	24	38	76
3. Honolulu Community College:				
Beginning Guitar	489	16	31	62
Ceramics	842	14	62	155
Creative Drama	107	8	14	28
Food & Nutrition	168	13	13	26
Hawaiian Politics	199	12	16	32
Human Sexuality	307	19	16	32
Psychic Phenomena	371	27	14	28
Understanding Others	130	9	15	30
4. Hawaii State Senior Center (Volunteer Instructors):				
Bible Study in Japanese	856	20	42	84
English, Conversation	493	13	39	39
Hawaiian Language	1074	23	46	46
Mandarin	667	16	42	42
Sub-total	20,502			2,620

I. REGULARLY SCHEDULED: B. Recreational Classes:	Actual Count	Average Size	Number of Sessions	Total Class Hours
1. Hawaii State Senior Center (Volunteer Instructors):				
Arts & Crafts-Monday	330	17	19	28.5
Arts & Crafts-Tuesday	788	17	47	118
Arts & Crafts-Friday	493	13	39	39
Bag Weaving	414	9	47	47
Ballroom Dance-Wednesday	1207	25	49	98
Ballroom & Folk-Friday	1538	32	48	96
Breathing Exercise	1770	66	27	13.5
Chinese Social Club	5214	116	45	135
Cosmopolitan Social Club	334	8	44	88
Exercise	4168	39	108	54
Filipino Social Club	1406	28	50	150
Hawaiian Seed Craft	724	15	48	144
Hawaiian Social Club	1179	25	47	47
Home Gardening	283	11	26	52
Hula	448	10	44	66.5
Japanese Dance	775	18	44	44
Japanese Social Club	3857	82	47	141
Korean Group	522	13	40	80
Lanakila Social Club	1130	43	26	52
Lima Kokua	403	8	50	100
Macrame	190	12	16	32
Moon Harp	246	7	36	36
Okinawa Dance	3174	63	50	50
Okinawa Social Club	9382	184	51	204
Physical Fitness	3176	122	26	13
Samisen	139	4	37	37
Shellcraft	490	10	47	94
Tai Chi-Tuesday	1052	20	52	104
Ukelele, Advanced	453	9	49	73.5
Ukelele, Beginning	419	10	44	66
Ukelele-Friday	250	10	26	39
C. Regularly Scheduled-Administrative:				
Club Council	195	18	11	11
Hawaii Senior Services, Inc.	104	12	9	9
Medical Advisory Board	160	18	9	9
Participant Advisory Board	131	11	12	12
Sub-total	46,544			2,453
II. SPECIAL EVENTS:				
A. Educational:				
Acupuncture	150			
American Association of Retired Person	75			
Blood Pressure Reading	544	45	12	48
Citizenship & Immigrant Services	75			
Food & Drug Administration Program	45			
Food Consultants of Hawaii	30			
Sub-total	919			

II. SPECIAL EVENTS:

A. Educational:	Actual Count	Average Size	Number of Sessions	Total Class Hours
Health Education Classes	50	25	2	2
Health Screening	1082	180	6	21
Home Security	30			
Leadership Training Workshop	55			4
Parliamentary Procedure	58	29	2	4
Social Security and State Employment	38			
Synergics	588	12	47	47
Taxes-Federal and State	40			
Tea Ceremony of Japan	50			
Wills and Trusts	35			
B. Recreational:				
Aloha Week Celebration/ Birthday Party	275			
Annual Christmas Party	825			
Annual Christmas Sale	180			
Armchair Travel	85			
Beauty Salon Demonstration	75			
Cherry Blossom Festival	270			
Creative Drama Play	75			
Fashion Show	250			
Ice Cream Social & Bingo	250			
In-Center Volunteer Recognition Luncheon	130			
International Entertainer Recognition Luncheon	125			
International Strings	60			
Korean Festival	400			
Monthly Birthday Party	1911	239	8	
RSVP Recognition Luncheon	250			
Show & Sell	865	208	5	
Thanksgiving Luncheon	500			
Volunteer Instructor Recognition Luncheon	250			
C. Excursions:				
Kamaka Ukulele	35			
Kahuku Sugar Mill	48			
Kukui Nut Factory	48			
Kukui Nut Farm	48			
Lyon Arboretum	48			
Makaha Inn	141			
Primo Brewery (January)	48			
Primo Brewery (February)	42			
Sea Life Park	48			
Standard Oil	48			
Waimea Falls	144			
Washington Place	96			
Sub-total	9,596			

		Actual Count	Average Size	Number of Sessions	Total Class Hours
II.	SPECIAL EVENTS:				
D.	Administrative:				
	Christmas Party Comm. Mtg.	17	9	2	
	Ldrshp. Trning. Comm. Mtg.	30	30	1	
	Legislative Meeting	23	23	1	
	Special Hearing	20	20	1	
E.	Other Groups:				
	Emergency Care Program	30	30	1	
	Hawaii Dance Association	1285	86	15	
	Hawaii Paradise Tour (Japanese Tourists)	37	37	1	
	Nat'l Assoc. of Retired Federal Employees	506	51	10	
	Outreach Program	1115	74	15	
	Rainbow Camera Club	1623	62	26	
	Rock and Mineral Club	978	75	13	
	Tennessee Visitors	7	7	1	
	University of Hawaii-Human Development Students	19	19	21	
	Sub-total	5,690			
III.	INTERNATIONAL ENTERTAINERS:	523	18	29	58
A.	Visits				
	Ala Moana Shopping Center	26			
	Beverly Manor	4			
	Blaisedell Memorial Center	29			
	Convalescent Center of Hawaii	20			
	Detention Home	22			
	Family Service Inc.	9			
	Hale Nani Hospital	65			
	Hale Malamalama	7			
	Holiday Inn	32			
	Honolulu Community College	27			
	Kalakaua Minisite	17			
	Kuakini Mens Home	19			
	Kukui Day Care Center	10			
	Kukui Plaza	5			
	Laniolu Home	28			
	Lavada Nursing Home	43			
	Lunalilo Home	88			
	Nuuanu Hale	19			
	Palama Settlement	15			
	Salvation Army	20			
	Senior Acheivement	13			
	Shriners Hospital	18			
	Susannah Wesley	16			
	University of Hawaii Campus Center	15			
	Waimano Home	36			
	Sub-total	523			
	GRAND TOTAL OF ATTENDANCE	83,774			

Objective #4: Individualize Services to Older Persons.

Services to Individuals	1971	1972	1973	1974	1975	1976
A. Registration Interviews: (New Members)						
Males	99	139	71	82	75	56
Females	207	201	125	144	108	111
B. Counseling Interviews	134	137	98	108	181	191
C. Outreach	161	58	40	78	12	10
D. Health Screening	1,018	886	905	514	*653	*642
E. Legal Counseling						33
F. Income Tax Preparation						33
G. Others:						204
Food Stamp Application & Referral, Housing Pre-application & Referral, D.S.S. Application & Referral, Friendly Visitation, & Transportation						
TOTALS	1,619	1,421	1,239	926	1,029	1,280

*Funded by Regional Medical Program of Hawaii 1974-1976.

NOTIFICATION OF GRANT AWARD

(For State Agency Use)

Funded under State Law Act 195, 1975. Revision to standardize Area Agency's cost category allocations.

Grant No.: GOSC2067

Budget Period: From July 1, 1975 To June 30, 1976

Project No.:

Project Year of Grant: 1st X 2nd ____ 3rd ____

Type of Grant:

____ New ____ Supplement

____ Continuation X Revision

Name and Address of Grantee

Office of Human Resources
Area Agency on Aging
51 Merchant Street
Honolulu, Hawaii 96813

Hawaii State Senior Center

AWARD COMPUTATION

A. Total State Approved Budget	$ 109,632
B. Less Estimated Project Income	0
C. Estimated Net Cost	109,632
D. Less Grantee Share of Estimated Net Cost (C)	0
NET COST OF AWARD	$ 109,632

APPROVED COST

Cost Categories	Amount
Personnel	$ 71,960
Fringe Benefits	15,132
Equipment	1,285
Consumable Supplies	3,896
Travel	1,040
Consultant Services	750
Raw Food	
Other Expenses	15,569
TOTAL STATE APPROVED BUDGET	$ 109,632

Equipment Accountability Not Waived

I. State Share of Estimated Net Cost (C)
$ 109,632

State share shall be comprised of:
FY 1975-76 $ 109,632
FY ____ $ ____

II. Federal Share of Estimated Net Cost (C)
$ ____

Federal share shall be comprised of:
FY ____ $ ____
FY ____ $ ____

AMOUNT OF THIS AWARD $ 109,632

Remarks:
If the actual net cost is less than the amount on line C above, Award Computation, the Grantee Share will meet ____%, the Federal Share will meet ____%, and the State Share will meet ____% of the net cost for the budget period of this grant.

Vendor Code: Appropriation Account:

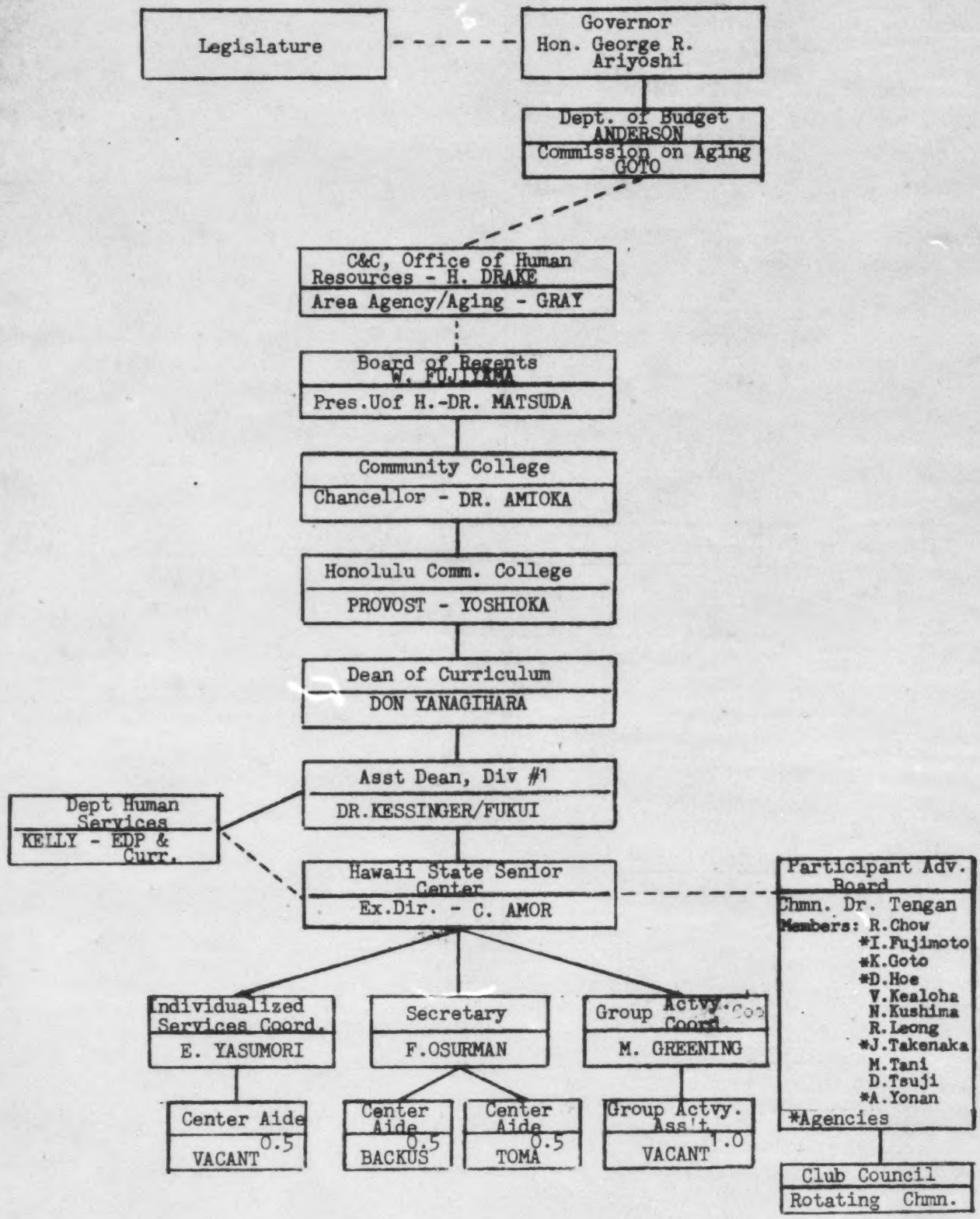
Signature and Title of Authorized Officials

MASAICHI TASAKA, ACTING CHAIRMAN, COA Masaichi Tasaka Date: 6/29/76

RENJI GOTO, DIRECTOR, COA Renji Goto Date: 6/29/76

HAWAII STATE SENIOR CENTER

TABLE OF ORGANIZATION



PARTICIPATING MEMBERSHIP CHARACTERISTICS

For Regular Members Only

Fiscal Year Ending June 30, 1976

1. New Enrollees/Terminations:

	Male	Female
A. Enrolled:	52	93
B. Terminated:		
Deceased	19	19
Institutionalized	4	5
Moved	3	10
Others	9	15

2. National Minority Category:

	Number	% of Total
A. American Indian		
B. Spanish Surname		
C. Negro		
D. All Others (Orientals, Hawaiians, etc.)	145	100%

3. Ethnic Distribution in Project Target Area:

Ethnic Group in Target Area	% in Area	Actual Number Enrolled	% of Total Enrolled
Japanese	39%	79	55%
Part Hawaiian	16%	6	04%
Caucasian	15%	6	04%
Filipino	14%	2	01%
Chinese	11%	40	28%
Other	3%	5	03%
Hawaiian	2%	7	05%
	TOTAL	145	100%

4. Age	% of 55+ in Area	Actual	% of Total
UNDER 55		1	.0006
55 - 59	36%	24	17%
60 - 64	28%	40	28%
65 - 69	15%	36	25%
70 - 74	11%	21	14%
75 - 79	6%	14	10%
80 - 84	3%	6	04%
85 +	1%	3	02%
	TOTAL	145	100%

5. Education	Area Distribution	Actual	% of Total
No School	4%	7	05%
1 - 4 years	7%	27	19%
5 - 8 years	19%	41	28%
9 - 12 years	57%	52	36%
1 - 2 years college	6%	8	05%
3 - 4 years college	5%	6	04%
5 years and over	2%	4	03%
	TOTAL	145	100%

6. Individual Income	Area Distribution	Actual	% of Total
Under $3,000	11%	38	26%
$3,000 to 4,999	14%	33	23%
5,000 to 6,999	22%	20	14%
7,000 to 9,999	24%	26	18%
10,000 to 14,999	20%	20	14%
15,000 and up	9%	8	05%
	TOTAL	145	100%

7. Single Family Participants:

	MALE	FEMALE
	Actual	Actual
Widowed	8 = 53.4%	33 = 82.5%
Divorced & Separated	5 = 33.3%	5 = 12.5%
Single (never married)	2 = 13.3%	2 = 05.0%
TOTAL	15 =100%	40 =100%

8. Marital Status by Sex:
(Over 17 years)

Married	38 = 73.1%	50 = 53.76%
Unmarried	14 = 26.9%	43 = 46.24%
TOTAL	52 = 100%	93 = 100%

HISTORICAL DEVELOPMENT OF THE CENTER 1969-1975

CONTENT OF ANNUAL REPORTS PREPARED BY:

Hawaii State Senior Center
1640 Lanakila Avenue
Honolulu, Hawaii 96817

I. HAWAII STATE SENIOR CENTER: FIRST ANNUAL REPORT
(November 1, 1969 - June 30, 1970

A. Historical background of the creation of the Hawaii State Senior Center.

B. Involvement of the Honolulu Community College as the operating agency.

C. Master Plan for the operation of program:

Philosophy of the Center.
Organization of the Center.

D. Experience of First Project Year.

E. Statistics.

F. Appraisal of the Participant Evaluation Survey

II. HAWAII STATE SENIOR CENTER: SECOND ANNUAL REPORT
(July 1, 1970 - June 30, 1971)

A. Design for change (outcomes and methods).

Individualized Services
Group Activities
Community Impact

B. Statistics.

C. Results of Participant Evaluation Forms:

Dr. Gerald M. Meredith
Evaluation Officer
University of Hawaii

D. Consultant's Report on Hawaii State Senior Center:

Dr. Gundar A. Myran
University of Michigan

Content of Annual Reports

III. HAWAII STATE SENIOR CENTER: THIRD ANNUAL REPORT
(July 1, 1971 - June 30, 1972)

A. Chairman's Report.

B. Establishment of Hawaii Senior Services, Inc. and Medical Advisory Board.

C. Analysis of program changes.

D. Statistics.

E. Findings of the Third Participant Evaluation Survey, Dr. Gerald Meredith.

F. Report of Pre and Post Evaluation of Participants, (1971-1972) Dr. Gerald Meredith.

IV. HAWAII STATE SENIOR CENTER: FOURTH ANNUAL REPORT
(July 1, 1972 - June 30, 1973)

A. Provost's Evaluation.

B. Chairman's Progress Report.

C. Status of Project.

D. Statistics.

E. New Perspectives on Social Groups at the Hawaii State Senior Center - Dr. Gerald Meredith.

F. Report of Club Presidents.

G. Test of a Hierarchical Model of Behavioral Objectives at the Hawaii State Senior Center - Dr. Gerald Meredith.

Content of Annual Reports

V. HAWAII STATE SENIOR CENTER: FIFTH ANNUAL REPORT
(July 1, 1973 - June 30, 1974)

A. Chairman's Report.

B. Status of Project - (Future of the Center).

C. Statistics.

D. Report of Participating Membership Characteristics.

E. Evaluation Reports: (Dr. Gerald Meredith)

1. Social Groups at the Hawaii State Senior Center.

2. Observations on the 6th HSSC Leadership Workshop.

3. Volunteerism at the HSSC: A Study in Attitude Congruence.

4. Evaluation of HSSC: Perceptions of Student Observers and Staff/Board/Leadership Groups.

5. Evaluating HSSC Effectiveness: Blueprint for Competency.

VI. HAWAII STATE SENIOR CENTER: SIXTH ANNUAL REPORT
(July 1, 1974 - June 30, 1975)

A. Chairman's Report: Transfer of Funding to Area Agency on Aging.

B. Status of Project:

1. Hypothesis of the Multi-Purpose Senior Center.

2. Characteristics of Center Participants.

3. National Patterns in the Utilization of Senior Centers Compared to Hawaii State Senior Center.

4. Psychological Characteristic of the State Senior Center Participant.

5. Value of Senior Centers.

(Continued next page)

Content of Annual Reports

6. Significant Milestones:

   a. Individualized Services Component
   b. Group Activities Component

C. Statistics.

D. New Table of Organization.

E. Report of Participating Membership Characteristics by Dr. Gerald Meredith, Academic Evaluation Officer, University of Hawaii.

1. Toward a Competency-Based Taxonomy of Objectives for the Hawaii State Senior Center.

2. Social Groups at the Hawaii State Senior Center: Objectives and Accomplishments.

3. Observations on the 7th Leadership Workshop: Group Development in a Multi-Purpose Center.

4. Impact of Instruction in Group Activities at the Hawaii State Senior Center.

5. Evaluation of Hawaii Sate Senior Center: Attitudes of Staff, Board Members, Club Officers, Instructors and Volunteers.

6. Needs Assessment and Accountability in a Multi-Purpose Senior Center.

LIST OF HAWAII STATE SENIOR CENTER'S ANNUAL REPORTS

AVAILABLE FROM:

ERIC Document Reproduction Service
Computer Microfilm International Corporation
P.O. Box 190
Arlington, Virginia 22210

Description	Order No.
1) Development of Hawaii State Senior Center	ED 078 828
2) H.S.S.C. 2nd Annual Report 7/1/70 - 6/30/71	ED 065 120
3) H.S.S.C. 3rd Annual Report 7/1/71 - 6/30/72	ED 069 275
4) H.S.S.C. 4th Annual Report 7/1/72 - 6/30/73	ED 082 731
5) H.S.S.C. 5th Annual Report 7/1/73 - 6/30/74	ED 097 051
6) H.S.S.C. 6th Annual Report 7/1/74 - 6/30/75	Pending

Hard copy price $4.43 Microfiche price $0.76

APPENDIX B

HAWAII STATE SENIOR CENTER PROGRAM COMPARISON

WITH EXISTING SENIOR GROUP PROGRAMS THROUGHOUT THE U.S.

and

SUMMARY OF RESEARCH AND DEMONSTRATION ACTIVITIES 1969-76

TABLE 1 CHARACTERISTICS OF SENIOR GROUP PROGRAMS

CATEGORY	PURPOSE	GOVERNING BODY	FUNDING SOURCES	ACCOUNTABLE TO	ELIGIBILITY	SERVICE SCOPE	CLIENT CHARACTERISTICS	OPERATIONAL LOCATION
Multi-Purpose Senior Center	To serve as a community focal point for older person services and to provide opportunities for a broad range of programs within and emanating from the facility.	Sponsoring agency board	Fees Contracts/grants Other Agencies	Community	Community	Whatever Community needs	Broad Cross Section	Primary purpose of facilities
Senior Adult Program (part of a multigenerational agency)	To provide programs directed to the needs and interests of older persons, with an opportunity for self government in program areas.	Sponsoring agency board	Fees Memberships Contributions Contracts/Grants	Members Community	Members Community	Recreational Educational Services of larger agency's staff	Largely mobile self motivated	Usually in multi-generational center
Activities Center	To provide an array of scheduled group programs	Sponsoring agency board	Public/Private Contracts	Sponsor	Community	Recreational Educational	Selected Target Groups	
Nutrition Project	To provide low cost nutritionally sound meals; to promote better health through improved nutrition; to reduce isolation of old age.	Project Council	Title VII	Funding source	Set by law	Daily hot meals Home delivered meals Outreach Supportive services	60+ and spouse Emphasis on low income	Senior Center Church School Multi-generational agency Other facilities with rehab services
Day Care Center	To provide non-residential care for persons who need help with activities of daily living but do not require skilled nursing service.	Sponsoring agency board	Fees Public/Private Contracts	Funding source	Eligibility set by funding source	Socialization Remotivation	Physically, Emotionally, Socially impaired	Senior Center Church School Multi generational Center
Senior Club	To provide opportunities for socializing and pleasurable activities and the potential for individual growth through and implementation of activities	Membership	Members assessed Sponsoring agency (recreation dept., church, etc.)	Members	Members	Whatever members choose, tend to be limited to social/recreational with some educational activities	Whatever members are	Senior Center Church School Multigenerational center Private home

TABLE 2

STATISTICS COMPARING H.S.S.C. WITH NATIONAL AVERAGES*

	HSSC	Multi-Purpose Senior Center	Senior Center	Club	Club-on Larger organization
Average Membership	2,080	219.7	175.1	123.7	130.9
Average Daily Attendance	250	68.6	56.5	62.3	53.1
Sessions Open	13	10	--	2.7	--
STAFF					
Full-time (Paid)	4	3.1	2.3	1.9	3.3
Part-time (Paid)	2	3.8	2.9	3.1	4.7
Volunteers	150	23.5	15.3	11.1	13.1
Students	8	6.9	6.5	9.8	7.7
Community Volunteers	150	--	--	--	--

-- unreported.

*Source: Directory of Senior Centers and Clubs: A National Resource, Dec., 1974. Prepared by the National Institute of Senior Centers, a program of the National Council on the Aging, Inc. for the Administration on Aging of the U. S. Dept. of Health, Education and Welfare under grant number 93-P-575441/3-01 and Hawaii State Senior Center: 6th Annual Report, July 1, 1974 - June 30, 1975.

TABLE 3

H.S.S.C. vs. Services
with National Averages

SERVICES	Average Number of Services/Category	Total Possibilities	Offered at H.S.S.C.
Transportation	2.45	9	none
Recreation	5.80	12	11
Education	3.85	15	15
Information & Referral	5.28	16	14
Participant Counseling	4.91	14	8
Outreach Counseling	4.42	14	5
Employment	1.54	6	1
Health	2.40	15	2
Special Services to Handicapped	1.55	14	2
Volunteer in Community	1	11	7
Volunteer to Center	1	11	10

TABLE 4

H.S.S.C. vs. Total Possible Services Reported

DETAILED LISTING

Transportation
- o a. To special events
- o b. To medical treatment
- o c. Escort service
- o d. To and from programs center or club
- o e. Shopping
- o f. Emergency/to nutrition program/dial-a-ride
- o g. Car pools
- o h. Buses
- o i. Special trips

Recreation
- * a. Arts and crafts
- * b. Bulletin/newsletter
- o c. Camping
- * d. Dancing
- * e. Movies/photography/slides
- * f. Music/drama/poetry
- * g. Parties and celebrations
- * h. Physical fitness
- * i. Sports
- * j. Table games
- * k. Tours and outings
- * l. Nature study/gardening

Educational
- * a. Consumer
- * b. Discussion groups
- * c. Health
- * d. Language
- * e. Leadership development
- * f. Lectures
- * g. Legal information
- * h. Library services
- * i. Nutrition classes—meal planning
- * j. Writing/reading
- * k. Gardening/flower arranging
- * l. Sewing/cooking
- * m. Formal education—college-level courses, G.E.D., braille, lip-reading
- * n. Defensive driving and safety education, first aid
- * o. Music

Information and Referral (I & R)
- * a. Consumer information
- * b. Family problems
- * c. Financial
- * d. Health
- * e. Housing
- * f. Legal
- * g. Nutritional
- * h. Retirement
- * i. Spiritual
- * j. Transportation
- * k. Education
- * l. Recreation
- o m. Laundry
- o n. Protective
- * o. Welfare
- * p. Referral

Counseling

(P)		(O)
*	a. Casework	*
*	b. Consumer	*
o	c. Financial	*
*	d. Health	*
*	e. Housing	*
*	f. Legal	*
o	g. Nutritional	*
o	h. Protective—guardianship	o
o	i. Retirement	o
o	j. Spiritual	o
o	k. Telephone reassurance	o
o	l. Bereavement	*
o	m. Transportation	o
o	n. Education for bilinguals	o

Employment
- o a. Counseling
- o b. Testing
- o c. Placement
- o d. Training
- o e. Sheltered workshop
- * f. Referral

Health
- o a. Clinic
- o b. Dental
- * c. Full-time nurse
- o d. Immunization
- o e. Part-time nurse
- o f. Pharmacy
- o g. Physical examinations
- o h. Physician—full or part-time
- * i. Screening
- o j. Therapy
- o k. X-ray
- o l. Home health care
- o m. Podiatrist
- o n. Physician—full-time
- o o. Drug discounts

Disabled
- o a. Hearing aid bank
- o b. Lip reading/hearing classes, sign language/mobility training
- o c. Special counseling
- o d. Talking books
- o e. Therapy
- o f. Transportation
- * g. Recreation
- o h. Referral assistance
- o i. Prostheses
- * j. Craft outlet
- * k. Assist blind
- o l. Shopping
- o m. Homemakers
- o n. Education

Volunteer in Community (Vol in Comm.)
- * a. Community committees/activities
- * b. Community fund drives
- * c. Entertainment to other groups
- * d. Resource people for counseling
- * e. Friendly visitors
- o f. Preparation of materials—cancer dressings, lap robes, gifts for homes, etc.
- o g. Consignment stores
- * h. Aides
- o i. Telephone information and referral, telephone reassurance
- o j. Transportation
- * k. ACTION programs

Volunteer to Center (Vol. to Ctr.)
- * a. Clerical
- * b. General maintenance/cooking
- * c. Assistance to other participants
- * d. Committee member/board member/officer in program
- * e. Program aides or helpers
- * f. Teaching, tutoring
- * g. Fund raising
- * h. ACTION
- * i. Transportation
- o j. Telephone reassurance
- * k. Assisting with gift shops, bazaars, rummage sales

* Offered at HSSC
o Not offered at HSSC

TABLE 5

OTHER SERVICES AT HSSC
NOT INCLUDED IN SURVEY

RESEARCH

1. Characteristics of participants.
2. Evaluative research on operations.
3. National survey of multi-phasic health screening.
4. Assistance to researchers.

TRAINING

1. Field placement for students.
2. Participant leadership programs.
3. Community requests for training assistance.

INNOVATIONS AND DEMONSTRATIONS

1. Development of senior citizen self-help organizations.
2. Development of neighborhood planning group for elderly services.

CULTURAL OUTREACH

1. Ethnic Social Clubs
2. Ethnic Dancing
3. Language Classes
4. Ethnic Arts, Crafts and Exercises

TABLE 6

Elderly Service Intervention Overview

	Elderly Characteristic	Quantity of Service Intervention	Estimated % of Eligible Population	Estimated Operational Cost per day/per part.	Program Activities	Program Objectives
1.	Independent	None	40%	0	Universal program e.g. S.S., pension, etc.	Adequate income Safe & Sanitary environment
2.	Well/Seeking	As Needed	35%	$3.00 - $5.00	Sr. Center, Employment Health Screening; Educational, etc.	Intellectual & Social Stimulation
3.	Partially Dependent	Intermittent	20%	____*	Outreach, free meals, In home-care, Day care	Reduce Isolation
4.	Dependent	Continuous	5%	$16 - $75.00	Institutions - Hospital Care Home	Acute care, domiciliary, rehabilitation

* Figures not available

SUMMARY OF RESEARCH AND DEMONSTRATION ACTIVITIES 1969-1976

1. Administration on Aging Title IV Project, "Planning for Independent Living":

   a. The Executive Director of the Hawaii State Senior Center authored the project for the Hawaii Council for Housing Action, 1969.

   b. The Executive Director served as Chairman of the Project Advisory Committee 1971-73. (Project transferred to Health & Community Services Council of Hawaii in 1973.)

   c. The Executive Director authored, "My Workbook for Independent Living," a participant's planning workbook, to be used in the service delivery system.

   d. The Project Director, Mr. Paul Gordon, based his Ph.D. dissertation on this project, Dept. of Psychology, University, 1974.

   e. The Hawaii State Senior Center provided the 20% non-federal matching for the project by providing multi-phasic screening examination to the participants in this program.

2. Multi-Phasic Health Screening Project:

   The Health Screening for the Elderly project, which began as a voluntary effort by the participants of the Center has been spun-off to an independent senior citizen organization. Center participants continue to support the activity by volunteering over 1,800 man-hours of volunteer services a year.

3. HEW Research Grant conducted by Mr. Howard Weiner, Ph.D. candidate, University of Hawaii at Manoa, Dept. of Psychology, 1976.

   Purpose: To study relationship of visual acuity to judgment. (65 and over).

   a. Center staff recruited and scheduled Center participants as subjects.

   b. University of Hawaii graduate students in psychology provided volunteer services to project.

   c. Center facilities and staff support were donated.

4. Consultation to Graduate Students:

An open door policy on consultation to graduate students is espoused. Three Ph.D. candidates in psychology consulted with Center staff during past two years.

5. Current Research Projects:

a. National Survey on Health Screening of the Elderly. Principal Investigator: Charles W. Amor. Funded by Office of Research, University of Hawaii through Honolulu Community College.

Exploration of Health Screening services provided by Senior Centers throughout the United States. Findings were reported at the Western Gerontological Society on March 29, 1976.

b. Synergics: An Exercise Program for Senior Citizens conducted by Ron L. Barozzi of the Salvation Army's Multi-Service Center for Senior Citizens.

Participants of the Hawaii State Senior Center were the subjects for the control and experimental groups. All sessions were conducted at the Center. Findings are included in this report.

6. Curriculum Development (Pre-retirement and post-retirement):

a. Curriculum for Continued Living Throughout Life and Gerontology Evaluation Center.

1) Post-retirement Education.
2) Submitted to COA, 1975. Not funded because not part of program priorities.
3) Resubmitted January, 1976 to U.S. Administration on Aging. Not funded because not part of program priorities for Administration on Aging.

b. Center for Mature Adults.

Multipurpose Senior Center operations (three components: Individualized Services, Group Activities and Community Development) applied to pre-retirement target population. HSSC facility to be used during non-senior citizen hours.

Funded by the State Legislature 1975-77 but restricted by Commission on Aging. (Part of package of four component projects entitled, "Comprehensive Elderly Services in Kalihi-Palama.")

REPORT OF CLUB ACTIVITIES: BICENTENNIAL THEME

QUESTION #1: Are ethnic/cultural Clubs an acceptable method of organizing interest groups in Hawaii?
If YES, tell why. If NO, what alternatives do you suggest?

Chinese Social Club
YES, Most members do not speak English; we still have immigrants coming in from the Orient.

Cosmopolitan Social Club
YES, Help keep ethnic backgrounds alive so the children will know what these are and appreciate their forebearers.

Filipino Cultural Club
YES, As evidence of their existence at the Hawaii State Senior Center where a strong bond of togetherness among members of each ethnic group is readily achieved in carrying out their common ethnic programs of sociability which are usually enjoyed and even participated by members of other ethnic groups with aloha spirit.

Hawaiian Seed Club
YES, The club is comprised of different races which makes it interesting -- no language barrier here -- we have one common interest -- the making of seed leis, pendants, bracelets.

Hawaiian Social Club
YES, The Club enjoys the opportunity to learn and to speak the Mother tongue (Hawaiian). Great interest is shown in Hawaiian crafts and arts and dances.

Lima Kokua Club
YES, Because of large racial group in Hawaii, the awareness of keeping and carrying on the culture and traditions for future generations. Learning of each other's culture is very important to senior citizens that the traditions be carried on for future generations.

Japanese Social Club
YES, Because the Club activities can be conducted in their respective language. Ethnic clubs will also maintain their own religious beliefs and cultural traditions.

Lanakila Social Club
YES, Because of the ethnic population of the islands, also the ethnic groups are former faithful pioneers of the islands. These groups are congenial and happy to have a place to go to whereas they never had a chance to venture out of their homes. They look forward to the club activities at all times. Social dancing is our Club's main interest as we have closer relationship with our members.

Okinawa Social Club
YES, The Club benefits by being grouped ethnically. Their common bond of cultural interests and their non-English speaking abilities make this group more effective.

QUESTION #2: How important to Senior Citizens are ethnic/cultural clubs in Hawaii? How long do you feel these clubs will last?

Chinese Social Club

Ethnic/cultural clubs help senior citizens to learn, to socialize, and to communicate with each other. These clubs will last as long as there are immigrants.

Cosmopolitan Social Club

If keeping the backgrounds alive is nurtured, these backgrounds should live forever.

Filipino Cultural Club

The ethnic/cultural clubs draw senior citizens together to a common cause, where they can find people their own age who understand and support them socially and emotionally in their lonely years. Our group has widows of advanced age who seldom miss any meeting, even though they hardly do anything except to sit quietly and enjoy watching the activities taking place, as though its their favorite place where they can be at ease with friends.

Hawaiian Seed Club

It is very important to senior citizens, for they get involved in our program. The fellowship is great and members help one another at all times. Clubs will last a long time.

Hawaiian Social Club

Senior citizens take great pride in ethnic and cultural clubs. It gives them the opportunity to socialize,to get involved in programs and activities. Clubs will last indefinitely.

Lima Kokua Club

It will last as long as the senior citizens keep interested and instructors are readily on hand to serve and teach.

Japanese Social Club

These ethnic clubs are very important to our first and second generations. Our seniors today share common interests of music, food, seasonal holidays and similar past experiences. These clubs will last as long as our 1st and 2nd generations exist. It is our feeling that future generations will not continue these ethnic and cultural interests.

Lanakila Social Club

Important because many do not understand English and many are shy to mix with others as they don't understand what they are saying. It brings back their culture. Clubs should last as long as possible.

Okinawa Social Club

Very important. It helps the widows, widowers, persons with health and family problems and also the healthy ones to be active, have hope, have enjoyment, meet new friends and share each other's knowledge. If we did not have this Club, we, senior citizens would not have had this opportunity. I really think this is the number one therapy for us. I came across members who say they just can't wait for Thursdays and can hardly sleep on Wednesday nights. There's a lady who walks to the Center with a cane. It takes her more than an hour from her home to the Center, yet she's sitting in the doorway of the Center before 7:30 A.M.

We think the Okinawa Social Club will last for at least 10 to 15 years, in other words, until all the isseis (1st generation) are gone.

QUESTION #3: Does the principle of allowing the clubs to develop its own leadership capability work? If so, how well?

Chinese Social Club
Very well.

Cosmopolitan Club
This does work to some extent, however, the Hawaii State Senior Center should have leadership workshops to help develop this.

Filipino Cultural Club
Is working quite well. Each club takes their responsibility in any assignment undertaken as members of the Retired Senior Volunteer Program as well as those of the Hawaii State Senior Center program.

Hawaiian Seed Club
We have very good leaders, their guidance is there when needed.

Hawaiian Social Club
The Club has excellent leaders. They work well with the members and other Club members.

Japanese Social Club
The Club enjoys the freedom of planning their own programs and activities. Several members have assumed the leadership role and their respective responsibilities. However, we are lacking a resource of new leaders.

Lanakila Social Club
Allowing clubs to develop its own leadership promotes more fellowship. Leadership is dependable and they are capable.

Lima Kokua Club
Our Club leader is great. She goes out of her way to do things to improve our Club.

Okinawa Social Club
Presently, the older ones are running the Club effectively and in the meantime, they are giving the younger ones more responsibilities. One problem we have with our Club is that we don't have enough younger members, the majority of them being over 70 years old.

QUESTION #4: What are the limitation of participant leadership? Is staff needed and in what roles?

Chinese Social Club
Very little limitation. Staff is needed occasionally to set guidelines.

Cosmopolitan Club
Small Clubs are especially limited in participant leadership due to small membership. Staff could encourage members to be more active.

Filipino Cultural Club
In some instances, participant leadership is limited due to poor health of certain members. Some, due to limited educational and cultural background need staff members to guide them as counselors.

Hawaiian Seed Club
Club consults staff when we are in doubt about Center programs or activities.

Hawaiian Social Club
Staff is consulted for unanswered questions. Communication between staff and leaders is great.

Japanese Social Club
One of the limitations of participant leadership is language barrier. Participant leaders lack knowledge of organizational skills. Yes, staff is needed to train and encourage our leaders. Leadership workshops and educational session such as parliamentary procedures are valuable tools for our members.

Lanakila Social Club
Staff is needed when problems arise and we ask their help.

Lima Kokua Club
Staff is still needed for guidance even if the leader is capable.

Okinawa Social Club
The leaders thus far have been quite capable; all programs have been carried out. The leaders are aware that staff assistance is available if needed.

QUESTION #5: What activities were undertaken or planned which would make your members more aware of the Nation's 200th Birthday?
#6: Tell about other activities undertaken during the year. Describe your community service activities.
ITEM #7: List Officers.

CHINESE SOCIAL CLUB

Nation's 200th Birthday:
Movies of the Bicentennial & the nation.
July 4th Parade
Talks about the Bicentennial.

Other Activities Undertaken:
Show & Sell, birthday parties, health screening, & other celebrations at the Center.

Community Service Activities:
Helping with Red Cross, hospitals, American Lung Assn. and Palolo Home.

O F F I C E R S

President ----------	Jun Lum Young	Auditor ----------	David Au
1st Vice-President --	Constance Seto	Sgt.at Arms ---------	George Fu
2nd Vice-President --	Alice Wiggs		George Young
3rd Vice-President --	Leelin Ho		Chun Chin Yuen
Secretary (Chinese)--	Kong Kee Lum		Sau Lin Chun
Secretary (English)--	Olive Leong		Lim Tin Lee
Treasurer ----------	Eleanor Young	Hospitality Chairwoman:	Eunice Fung
Treasurer (Asst) ----	Lang Kui Leong		Amy Jung

COSMOPOLITAN SOCIAL CLUB

Nation's 200th Birthday:
Nothing was planned except the Governor's Bicentennial Conference.

Other Activities Undertaken:
Sponsored First Wednesday Program 3-3-76.
Socialized with card games at the Center.
Sponsored Show & Sell in December.

Community Service Activities:
Under the Retired Senior Volunteer Program (RSVP) we are making color picture books to be taken to hospitals and rest homes.

O F F I C E R S

President ----------	Leona Greenhalgh
Vice-President ------	Manuel Rodrigues
Secretary ----------	Elizabeth Rodrigues
Treasurer ----------	Ed Himrod
Auditor ----------	Mary Conces

FILIPINO CULTURAL CLUB

Nation's 200th Birthday:

We always stand to the "Pledge of Allegiance to our American Flag" at the beginning of our monthly business meeting. Patriotic songs such as: "Battle Hymn of the Republic; America, the Beautiful; I Love the United States of America," etc. are being sung with feeling in our choral rehearsals.

We also participated in the Community Bicentennial celebrations by performing our ethnic/cultural folk dances to show our contribution to the National makeup in culture and art.

Other Activities Undertaken:

Each group takes turn in the sponsorship of the Birthday Party in which the members take responsibility in presenting a cultural entertainment as well as setting up the stage. Help contribute to the financial needs of the Participant Advisory Board by donating certain percentage from Show & Sell proceeds.

Maintained designated area neatly and presentable. Assisted with health screening.

Provided entertainment at the Annual Center Christmas Party at the Sheraton.

Community Service Activities:

Our cultural groups of International Entertainers performed on designated dates at chronic care facilities, the homes of handicapped children, as well as, some Community gatherings.

O F F I C E R S

President	Anne Alvarez
Vice-President	Felisa Soriano
Secretary	Natalie Cardenas
Treasurer	Fermin Cruz
Public Relations	J.O. Cayaban

HAWAIIAN SEED CLUB

Nation's 200th Birthday:

Joined other clubs in making centerpieces for the Governor's Bicentennial Conference; also strung plumeria leis.

Other Activities Undertaken:

Center Birthday Party; Show & Sell; Mother's Day luncheon at Perry's Smorgy at Kaneohe; Christmas Party at Silver Dragon

Community Service Activities:

Club members periodically provide history of product and also spread good will by donating seeds and crafts to VIP Center guests.

O F F I C E R S

President	Catherine Zoller
Vice-President	Emily Dulay
Secretary	Alexander Young
Treasurer	Shigeru Shirabe

HAWAIIAN SOCIAL CLUB

Nation's 200th Birthday:

Made ti leaf centerpieces or "Puolos" at the Governor's Bicentennial Conference on Aging.

Other Activities Undertaken:

1. Hosted Bingo game and served refreshments donated by PAB during Ice cream Social to welcome new Center members.
2. Hosted visitation by Mr.Jack Ossofsky, Executive Director of the NCOA.
3. Club's trip to Waimea Falls was rewarding educationally because of the varieties of Hawaiian herbs. Entertained tourists at the dining area. They expressed interest in the Center as a result of the music.
4. First Wednesday Program featured Coiffeurs of Hollywood was sponsored by the Club. It was well received.
5. Show & Sell.
6. Provided entertainment at Center's annual Christmas Party at the Sheraton.
7. Participated in the health screening.
8. Celebrated Mother's Day at Halekulani Hotel.

Community Service Activities:

1. Second Tuesday of every month, the Club entertains at the Maluhia Hospital's monthly Birthday Party.
2. Provided entertainment at: Open House at Honolulu Community College, Open House at Lanakila Health Center.
3. Entertained at the Center for the children from the Hawaii School for the Deaf & Blind.
4. Club's once a year "pet" project has been stuffing envelopes for the Hawaii Heart Fund.

O F F I C E R S

President	----------	Annie Palakiko
Vice-President	--------	Richard Kalepa
Secretary	----------	Irene Wai
Secretary (Corresponding)		Violet Hee
Treasurer	----------	Mary Conces
Chaplain	----------	Rachel Mahuiki

JAPANESE SOCIAL CLUB

Nation's 200th Birthday:

Sent delegates to participate in the Governor's Bicentennial Conference for the Elderly. Also, provided ethnic entertainment for this conference. With the bicentennial theme, we were in charge of decorations for the State Senior Recognition Luncheon.
On June 28th, the Club presented to the members a special educational program entitled:"What does the Bicentennial mean?"

Other Activities Undertaken:

1. In Jan.1976, the Club hosted a Senior Citizen group from Japan.
2. Annual New Year s Party.
3. Cherry Blossom Festival.
4. Annual picnic in June to Kualoa Park.
5. Club contributions and participation in Show & Sell.

Community Service Activities:

1. Visitation once a month to Kuakini Day Care Center and Home.
2. Annual Christmas Program for Kuakini Day Care Center and Home.
3. Japanese International Entertainers perform for agencies throughout the year.
4. Friendly visitation every Friday to the Maluhia Hospital.

O F F I C E R S

President ----------	Roy T. Abe
1st Vice-President -	Mazie Tani
2nd Vice-President -	Mildred Morioka
Secretary ----------	Shigeo Fujino
	Kunisuke Sakai
	Ernest Tani
(Corresponding)	Grace Nishida
Treasurer ---------	Hideo Morita
(Asst)	Helen Sheldon
Auditors ----------	Genichi Nakaya
	James S. Saito
	Henry Adachi
Membership Chairman-	Dorothy Tsuji
(Asst)	Sueo Sonoda
Advisers ----------	Mitsuyoshi Akita
	Roy N. Kushima

LANAKILA SOCIAL CLUB

Nation's 200th Birthday:

At the Center, we always pledge allegiance to the flag and sing patriotic songs.
Performed at the Governor's Bicentennial program at Sheraton Waikiki Hotel.
We play patriotic songs when we perform at various convalescent homes.

Other Activities Undertaken:

At the Center: sponsored the January Birthday Party; Show & Sell on 6-21-76; performed for the Chinese Social Club's Birthday Party in April.

Community Service Activities:

Performed at:
Makua Alii for their Chinese New Year.
Played with Hoolaulea Ukulele Group at the band stand (Kapiolani Park) 5-2-76.
Malamalama Convalescent Home (Hawaii Kai) for Retired Senior Volunteer Program. (R.S.V.P.)
Lavada Home for RSVP.
Beverly Manor every 3rd Friday for their Birthday Party.
Waimano Home for RSVP.

O F F I C E R S

President ----------	Ruth Wong
Vice-President ----	Eunice Fung
Secretary - -------	Violet Campbell
Treasurer ---------	Gordon Yap
Auditor ----------	Arthur Wong
Sgt. at Arms ------	Kanzo Sumimoto
	Tin Yau Goo
	Eugene Wong

LIMA KOKUA CLUB

Nation's 200th Birthday:
Sending delegates to the Bicentennial Conference and planning to bring information back to members.
Visited the Governor's Mansion in keeping up with the Bicentennial year. One of the members was judge at the Lei Festival.

Other Activities Undertaken:
Hand made crafts were donated to the Center.
Donated money to Participant Advisory Board.

Community Service Activities:
Made rag dolls for Waimano Home.
Display for Recognition Day at Blaisdell Memorial Center. All articles were handmade. Proceeds were turned over to the Annual Luncheon for members.

O F F I C E R S

President --------	Henrietta Yamamoto
Vice-President ---	Myrtle Tulloh
Secretary --------	Margaret Amina
Treasurer --------	Mary Lindsey
Auditor ----------	Mildred Fountain

OKINAWA SOCIAL CLUB

Nation's 200th Birthday:
To make members aware of our country's 200th Birthday, the Club put a congratulatory ad in the Hawaii Hochi and Hawaii Times newspapers for their special editions before July 4th.

Other Activities Undertaken:
1. New Year Party in which the volunteers within the Club were recognized and presented with a gift as a token of our appreciation.
2. Show & Sell.
3. On 5-22, bus ride to Ewa Beach, enjoyed by all.
4. Free lunch served to members of the Club honoring Mother's Day on 5-13.

Community Service Activities:
Tuesday mornings to Maluhia Hospital.
International Entertainers go to various agencies to bring joy and happiness to persons who are confined there.

O F F I C E R S

President --------	Kiyu Arakaki
Vice-President ----	Gensuke Nakama
	Seikichi Chinen
Secretary ---------	Kiko Asato
	Yoshiko Kawakami
	Kenneth Shimabukuro
	Kimiko Adaniya
Treasurer --------	Saburo Shiroma
	Masanobu Adaniya
	Seiei Takayesu
	Chiyoko Kochi
Auditors ----------	Yeiji Gibo
	Tokujiro Nakamasu
	Rinsei Shimabuku

Advisers

Sadao Arakaki	Katsuo Wakugawa
Henry Higa	Matsu Tengan
Ushiichiro Nagamine	Shizuko Chinen
Yasuko Takamine	Lester Gibo

HAWAII STATE SENIOR CENTER
1640 Lanakila Avenue
Honolulu, Hawaii 96817

8TH LEADERSHIP TRAINING WORKSHOP
January 21, 1976

GROUP #1

Kimiko Adaniya - Leader
Matsu Tengan
Mitsuyo Agena
Masanobu Adaniya
Yoshiko Kawakami
Grace Nishida
Saburo Shiroma
Seiei Takayesu
Kiyu Arakaki
Ushiichiro Nagamine
James Tengan
Hideo Morita

1. COMMUNITY SERVICE:

Problem: The Center wants to project the image that older people can contribute to the total community through a variety of volunteer activities, such as: visiting the sick, entertaining, tutoring and providing transportation.
How can the clubs and/or volunteers promote this concept and actually seek out opportunities for volunteer services?
How can staff get feedback on the barriers that stop effective volunteers?

Solution: Visit the sick at the Kuakini Day Home, visit the Maluhia patients in groups and get more people to volunteer. Different language groups can influence other races through ethnic entertainment. When visiting, you should talk and greet or smile to all the patients in the hospitals. The Japanese Club officers should accompany entertainers to the Kuakini Day Care and Kuakini Nursing Home in order to bring back feedback to the Club members.

2. BEAUTIFYING THE CENTER:

Problem: Members want to show others that the Center is well cared, flowered, and weeded, but there is no gardening staff.
How can we get the assistance of clubs and members to overcome the lack of paid staff?

Solution: Each Club should supply volunteers one day a week. Club officers should encourage a clean attitude toward this goal. Center and Club loyalty awareness need to be stressed.

13. SOLICITATION OF FUNDS:

Prohibit all soliciting.

D-2

8th Leadership Training Workshop
January 21, 1976

GROUP #2

Mazie Tani - Leader
Leona Greenhalgh - Recorder
Alice Wiggs
Peter Kim
Violet Hee
Ruth Wong
Violet Campbell
Edith Young

3. FEELING AT HOME:

Problem: The Center is considered a home by the old timers who have a lot of friends in the Center. For the newcomers, the Center is a nice place but don't feel comfortable because they don't know too many people.
What can we do as a member, participant, or staff to lessen the impact of strangeness?

Solution: A pleasant person at the receptionist's desk to greet visitors or new members - KEEP SMILING! Anyone near entrance should also smile and welcome visitors. Greet anyone walking around looking lost and try to help when needed.

4. MAINTAINING LINKAGES WITH MEMBERS:

Problem: Members who have been with us since the beginning are now six years older and cannot come to the Center because of health or other reasons. They miss the friends they made.
What can be done on a systematic basis to maintain a vital relationship with these persons?

Solution: Set up a Volunteer Visiting Committee to pick up old members and bring them to the Center or to go visit them in their homes. Find out their unmet needs, etc. The committee will rely on staff to locate these people. Vans for transportation are needed or utilize HCAP. A telephone service needs to be set up to contact these lonely people.

13. SOLICITATION:

PAB to allow Club members to make contributions to Clubs or have a fund raising idea -- Show & Sell donations are acceptable.

8th Leadership Training Workshop
January 21, 1976

GROUP #3

Leelin Ho - Reporter
Amy Jung
Annie Palakiko
Ernest Tani
Violet Kealoha
Irene Kau
Chan Wong
David Au

5. LACK OF STAFF:

Problem: Many routine clerical and janitorial activities cannot be done unless there is adequate staff or volunteers to perform the activities. For example: coffee water gets low.

What can be done to assure that the routine activities get done?

Solution: On their day of meeting, each Club should be responsible for the coffee water, and keep area clean. The Sgt. of Arms should be assigned this duty. Putting away chairs should be the responsibility of the sponsoring Club of the day, especially on Birthday Parties.

6. SCHEDULING:

Problem: Sometimes the Clubs have important business to transact and members are outside playing table games.

What can be done so that these members are part of the Club activities?

Solution: Make announcements over the P.A. system that an important Social Club Business Meeting is being held. Announce that table games will be suspended and to report to Club room immediately.

13. SOLICITATION:

No! No! No! No!

D-4

8th Leadership Training Workshop
January 21, 1976

GROUP #4

Joseph Kealoha - Leader	Manuel Rodrigues
Margaret Kaalakea	Anne Alvarez
Eddie Yamamoto	Sung Cha
Violet Holeso	Gordon Yap

7. NEW IDEAS AND ACTIVITIES:

Problem: The Center cannot continue to grow when there are no ideas and new activities.

How can the Center maintain a flow of new ideas and activities which make sense to older people?

Solution: Each Club meeting should be opened with, "Are there any new ideas and new activities anyone could suggest?"
Remind the Club members of the monthly Center activities.

8. BOOSTER'S CLUB:

Problem: It is better when members of the community speak well of the Center and support the various programs as contributors of volunteers.

How can we create the climate that will encourage our friends and children to support the goals and purposes of the Center?

Solution: Tell your friends and members of your family about the interesting program and if possible provide transportation. Promote inter-communication among all senior citizen centers by selecting roving delegates. Establish "Bring a Friend" Day.

13. SOLICITATION:

Negative.

8th Leadership Training Workshop
January 21, 1976

GROUP #5

Henry B.C. Ho - Leader
Elizabeth Rodrigues - Recorder
Alexander Young
Umematsu Watada
Agnes Young
George Young
Chubby Kampf
Helen Wong
Pearl Luke

9. SELF-HELP BY MEMBERS:

Problem: Much of the routine work of the Center, like returning chairs, emptying ash trays, etc. require participation by the entire membership. It is dangerous for some frail elderly to move chairs,etc.

What can be done to make it acceptable for well members to help without making the others feel helpless?

Solution: Remind members to return their chairs back to the proper place and ask for volunteers to help. Those who smoke should emplty their own ash tray.

10. CLUB MEMBERSHIP:

Problem: The Center membership is growing but the Club membership has not grown in proportion.

What can be done to re-vitalize the Club activities to attract more membership?

Solution: Have more interesting programs. New members should be introduced by staff. Social clubs should encourage new members to participate and make them feel at home.

13. SOLICITATION:

No solicitations at all! Abide by Center rule.

8th leadership Training Workshop
January 21, 1976

GROUP #6

Jun Lum Young - Leader
Ruth Chow
Alice Shaudys
Felisa Soriano
Reverend Kaalakea
Catherine Zoller
Irene Tyau
Kong Kee Lum
Beatrice Choy

11. CENTER-WIDE FOOD PREPARATION:

Problem: The new Free Standing Kitchen will be an opportunity to review our nutrition program.

How can we organize the meal program to include all our nutrition needs?

Solution: We should ask for suggestions from the Nutrition Class. Each ethnic group can make their own menu and then ask for nutrition advice as to balanced meals.

12. PEOPLE WITH SPECIAL PROBLEMS:

Problem: We have participants with special problems such as the blind, emotional and mentally disturbed, physically handicapped, financially disadvantaged, etc.

How can we meet the needs of these participants?

Solution: Each Club should encourage their members to volunteer in local institutions.

13. SOLICITATION:

We shall not solicit for any purpose. Voluntary contributions are acceptable.

8th Leadership Training Workshop
January 21, 1976

REPORT OF OBSERVATIONS BY PROGRAM CONSULTANT

By: Mr. George Fujioka
Consultant
Division of Mental Health

GROUP #1:

Very nationalistic.
Feels comfortable in going to places of similar ethnic background.
Is open to have representative of their Club go with representatives of other clubs to joint service project outings.
Follows social pattern of Japanese-Okinawan community.

GROUP #2:

Excellent task oriented group.
Follows good process of organizing task and how it can be implemented.
Shows concerns for other people and suggestions given with feeling.

GROUP #3:

By: Mrs. Jennifer Lee, Consultant
Division of Mental Health

Disbanded before I arrived at 11:45 A.M.
Either these topic areas were agreed upon right away or group must have covered it superficially.
Did not see group but would question cohesiveness of group.

GROUP #4:

Task oriented, excellent group process.
Willing participation by all group members.
Good group facilitator leading discussion.
Clarification asked for and frequently given.
Well organized.
Good listeners.

GROUP #5:

Aware of task and time constraints.
Group members were supportive of each other, explanations and clarifications for group task readily given and received.
Group very cooperative regarding participation.
Good listeners.

GROUP #6:

Group disbanded. Was not able to observe.

EVALUATION BY PARTICIPANTS

1. The morning presentation was behind schedule.
2. Parking space for handicapped should be provided in the front part of the Center.
3. Circulate agenda before next training meeting so participants can think about the problems before the workshop.
4. Distribute copies of this meeting to participants.

HAWAII STATE SENIOR CENTER

"UNDERSTANDING THE MULTI-PURPOSE SENIOR CENTER"

WHAT IS CENTER LEADERSHIP?

	Circle One	
1. A Center leader is part of a group and feels responsible for its growth and betterment.	TRUE	FALSE
2. A Center leader encourages misinformation and gossip as long as it benefits the Center.	TRUE	FALSE
3. A Center leader does not have to take responsibility to bring other participants to a higher level of functioning.	TRUE	FALSE
4. A Center leader keeps informed of issues and guides the membership along the philosophy of the Center.	TRUE	FALSE
5. A Center leader uses his leadership skills to to maintain group cohesiveness.	TRUE	FALSE
6. A Center leader allows minority opinion but does not permit dissenters to disrupt and turn away other members.	TRUE	FALSE
7. Open and continuous disagreements at club meetings can be avoided by planning in Board of Directors' meeting.	TRUE	FALSE
8. A written grievance procedure for participants is posted on the bulletin board.	TRUE	FALSE
9. The Club Council is the place to appeal the decision of the club.	TRUE	FALSE
10. Each Club is encouraged to adopt a community service project and to report its service activities.	TRUE	FALSE
11. The Center goals have a higher priority than the individual club goals -- therefore, all the Clubs work for the betterment of the Center.	TRUE	FALSE

	Circle One
12. The Club should annually review its written Constitution and by-laws and make appropriate amendments.	TRUE FALSE
13. The Club Officers create opportunities for new leadership to emerge and to nurture their development.	TRUE FALSE
14. Each Club encourages inter-cultural exchanges at Club or Center-wide events.	TRUE FALSE
15. Capable members of the Club should not be encouraged to run for Participant Advisory Board.	TRUE FALSE
16. The Club officers should stick to proven program and not try new ideas or activities.	TRUE FALSE
17. Program gaps or activities wanted and not offered should be brought to the attention of the staff.	TRUE FALSE
18. Communication and inter-action among ethnic groups should be easy and natural.	TRUE FALSE
19. Community groups supporting older people should be encouraged to use the Center.	TRUE FALSE

D-10

HAWAII STATE SENIOR CENTER

"UNDERSTANDING THE MULTI-PURPOSE SENIOR CENTER"

Instructions: Circle One Answer.
You may change at any time during the workshop.
The answers are for your benefit and for your use.

WHAT IS A MULTI-PURPOSE SENIOR CENTER?

1. There are three components to multi-purpose senior center: Individualized services, group activities and community development.	TRUE	FALSE
2. Staff is available to provide leadership in each component goal.	TRUE	FALSE
3. Older people (over 55) are required to attend the Senior Center at Lanakila.	TRUE	FALSE
4. People join the Center to make new friends, learn new hobbies and to serve others.	TRUE	FALSE
5. The Center serves the Kalihi-Palama area first and the rest of Oahu as space and time allow.	TRUE	FALSE
6. The Governing Board of the Center is the Club Council.	TRUE	FALSE
7. The purpose of the Club Council is to coordinate all group activities like clubs, classes, and special events.	TRUE	FALSE
8. By meeting in a central place, the older adults are isolated in a special community created by themselves.	TRUE	FALSE
9. The Center caters to older people only -- volunteers should only be older people -- young people are not allowed.	TRUE	FALSE
10. The end result of participation in the Center is to make the older participant happier and therefore, healthier in his outlook in life.	TRUE	FALSE
11. A full-time professional is available to counsel, refer and link the participant to available services in the community.	TRUE	FALSE

12. A regular program of health screening and advice is maintained at the Hawaii State Senior Center. TRUE FALSE

13. The Center would like to provide more services to the homebound -- members no longer able to come to the Center on his own. TRUE FALSE

14. Center members can help the staff by offering to provide transportation services to individual members. TRUE FALSE

15. Recreation is the major activity at the Hawaii State Senior Center. TRUE FALSE

16. The Group Activities Coordinator encourages and solicits instructional resources from participants, University, Adult Education and wherever available. TRUE FALSE

17. Group meals at the Center are planned and prepared by the Clubs at the present time. TRUE FALSE

18. Clubs are encouraged to invite speakers on current issues and topics to their club meetings. TRUE FALSE

19. Center members are encouraged to serve its community by serving in hospitals, entertaining and helping National service organizations. TRUE FALSE

20. Center members should lobby for legislation favorable to the elderly. TRUE FALSE

21. Leadership training is useful in orienting new leaders to the Center program. TRUE FALSE

22. Participants are encourage to provide leadership in clubs, classes and community services. TRUE FALSE

APPENDIX E

REPORT OF STUDENTS' OBSERVATION AND PARTICIPATION

THE OLDER PERSON THROUGH THE EYES OF A YOUNG STUDENT

by Mechelle Greening

The Hawaii State Senior Center provides the student with an excellent opportunity to observe and experience the life of an older person. This past year 120 students selected our Center for their Community Practicum. By reviewing the students' observations, the professional can gain insight in how our society perceives older people.

Many students entered the observation with a negative outlook only to find there was really no basis for their negative feelings. One student stated, "Before I went to the Center, I imagined the activities to be limited and geared to those folks who could hardly do anything for themselves. After I arrived at the Center, I was put to shame in my own thoughts for even thinking those things and for underestimating them!" Another student quoted, "On my first visit to the Center I felt a little apprehensive and wondered whether I would enjoy it or not. When I left, I felt really good and eager to return, now knowing that there wasn't anything to be scared of." One student expressed, "Before coming to the Center, I always thought that I couldn't relate to older people and wouldn't be able to talk to them but now I realize I can."

The students had preconceived ideas about the physical, mental and social aspects of an older person. They had stereotyped seniors into an isolated group without realizing that older people are really no different than any other age group. Almost every student was utterly amazed at the physical appearance of older people. One student wrote, "I pictured a person at age seventy to be all wrinkly,

senile and feeble. I was really amazed at how young these seniors appeared to be." Another student stated, "I was amazed that many of them didn't fit my description of a senior citizen. For example there was one good looking couple dancing who were both immaculately dressed." One student expressed, "Previously I presumed that elderly people don't care about their appearance. At the Center, the opposite is true, especially among the women. Many of them are very well-dressed, wear make-up (some even wear false eyelashes) and have their hair done regularly." There were further comments like, "She doesn't look anything like a senior citizen, she's trim without that middle-age bulge", and "The seniors all dress very nicely, the women in dresses or pant outfits with jewelry and men in aloha or sports shirts."

The physical stamina of the seniors also greatly surprised the students. Several students commented, "My first reaction was something like...wow, these older people really do move and do things here... they're not idle." Seniors are really involved and have so much energy! They are enthusiastic about everything they do and they want to share this enthusiasm with everyone else." "The amount of spirit and energy they showed dancing really surprised me." "I found that the elderly are very active people, happy to be alive. Sometimes just watching them made me tired!"

The students had further stereotyped the mental capacity of the older person. Several students expressed, "One man told me he was 78 years old. I expected him to be senile but instead he was rather outgoing, coherent, and well-spoken. He could remember details of the past quite vividly." "I didn't think that the elders were very well educated. I thought of them as laborers who came over to work

on the plantations. I didn't realize that many of them are educated and still have a strong desire to continue their education and learn more." "Observing the Shellcraft Class, I was surprised at the co-ordination and mental capacity of these people." "I always thought that older people would be very narrow minded and set in their ways but I found that I was wrong. Most of them seem very liberal and open minded."

The student's concept of an older person's social interaction also changed. Some of the students commented, "I've noticed during my visits that the seniors come to the Center to have fellowship with other seniors." "I noticed that the seniors are always smiling, laughing and joking with each other." "I was surprised I could relate to them as aunties and uncles and as friends." One student expressed, "They all have boyfriends and get jealous when somebody else dances with them. I thought that only happened with people my age!" One student interviewed a senior who leads an active life of going out every night. The student stated, "I told her that she goes out more than I do!"

The world of the senior citizen is unique in that he no longer has the responsibilities of a producer in the work world. Several students observed that older people really enjoy life to the fullest because they have no one to worry about or feel responsible to except themselves. One senior told a student, "I have more freedom now. I can get up anytime I want, eat anytime - everything I do is for pleasure. I am so thankful and happy to be alive. The future is to live day after day - just hoping to live longer."

Observing older people was a tremendous learning experience for these students. It caused them to examine their own true feelings.

One student expressed, "I was touched by the sincerity of their appreciation and love for their teacher. It made me realize how much I take things for granted and how much I forget to really thank people for even the little things they do for me." Another stated, "The seniors have had such interesting and full lives and it makes me wonder if I'll be able to say the same thing when I reach their age. Listening to them made me review my life up to now and wonder if I'm not just wasting a lot of precious time." One student wrote, "The experience that I got while visiting the Center has forced me to open my eyes about old age. At first I was quite skeptical in attending because I was afraid of old age and getting old. I'm still afraid but more aware now." Another stated, "This experience gave me an opportunity to have personal, first-hand contact with people from an ethnic group whom I had previously had very limited contact. Getting to know these people and joining them in the practices of their culture reduced my prejudices and I came to see them in a new and better light."

The professional working in the field of Gerontology should be attentive to these students' observations. It is the professional's responsibility to educate our society that older people are of great value to our Nation. Thus, it is imperative that we give today's young students a better understanding of older people, for they will be shaping the world of tomorrow when we too will be senior citizens.

A UNIVERSITY STUDENT'S INSIGHT ON AGING

My visits to the Hawaii State Senior Citizens Center have been very fruitful. During the nine weeks of observation, I've gained new insights both good and bad about aging. I've been proven wrong about certain stereotypes that I have had about old age.

Are you really that old? You don't look old? were the questions that went through my mind often during the nine weeks of observation. I was really amazed at how young these seniors appeared to be. Most of them that I encountered were in their seventies and didn't quite fit "the image" that I had for their age bracket. I pictured, rather stereotyped, a person at age seventy to be all wrinkly, senile, and feeble. I didn't even think that there would be seniors that old at the center. But they were just the opposite. For example, this man told me that he was 78 years old and I thought he was 65 years old or at the most 68 years old. He wasn't wrinkled, senile, or feeble but rather outgoing, coherent, and well-spoken. He could remember details of the past quite vividly. I guess this proved to me that being seventy wasn't that old and almost reaching the end of life.

When I asked the question of occupations to the seniors, I was quite astonished at the positions that some of them held (Microbiologist, Botanist, Consultant, Land Research Officer "Great Mahele"). I didn't think that the elders were that well educated. I often stereotyped these seniors as laborers who came over to work on the plantations. I denied them the opportunity of advancing upward.

I've noticed during my visits that the seniors come to the center for a purpose (guitar lessons, dancing, card games, etc.) and to have fellowship with other seniors. They all seem to be busy in all the different activities and nobody seems to be complaining or sitting around feeling sorry for himself or herself. The seniors keep themselves occupied by participating in the various activities offered. For example: Monday - English conversation class, Tuesday - Tai Chi, Wednesday - Excursion, Thursday - Exercise class, Friday - Guitar lessons. One man stated that, the seniors come to the Center to get away from loneliness and boredom from staying at home. He also stated that, by being active and participating with others, this activates the mind and when the mind is active there is less tendency to be physically ill.

The Center is set up to provide fellowship among the seniors. Here they can associate with others their own age. Many times the elders are often forced to move and what is most difficult in moving is being separated from old friends. Also, as you get older your friends start to decrease because of deaths. This is where the Center provides a meeting place for old and new friends. The seniors help themselves and others. The more able seniors help the less able ones. For example, during Health Screening, certain seniors help in guiding the others around or they assist in the testing. I feel that by helping each other, the seniors are forming confidants (Kimmel) which may be very useful.

The Center also provides counseling and guidance to the seniors seeking help in housing, Social Security, food stamp, etc. Through counseling and fellowship, I feel that the Center helps these seniors to feel useful. For example, in one case, an elderly woman felt ashame of her living conditions and unwanted by her children and grandchildren. But as soon as she was able to find a new and better place to live in, things started to change. (Often times the elderly are forced to live in substandard homes which aren't fit to live in. For example, tool

shacks with insufficient electrical wiring, which makes it very unsafe to live in.) She began to invite her children and grandchildren over to her home and began to be useful.

At the Center, I was also exposed to the inevitable path of aging. It seemed to me that the seniors were always inferring to our youthfulness. For example, they would say, "You're still young; they're young and they learn fast; I'ld give anything to be young again;" or they would be saying, "We're too old for that, we're past that stage." These sort of statements bothered me because I couldn't understand why the emphasis was on being young. Maybe the emphasis wasn't on the young but on the changes that come with age. There are limitations (physically, economically, etc.) and change of desire or priority. One man expressed that, in the young days there is a different type of vitality. When you come older he said that, the feeling is not according to par.

Through this experience I've learned a new word called seniors. I would never have thought of it before, but now I find it most appropriate in applying to the elders. I feel that the word seniors promotes a less negative connotation than old people. Also, after my visits to the Center, I began to think, How old is old? And I feel that the word seniors covers a wider range of ages.

In summary, the experience that I got while visiting at the Hawaii State Senior Center has forced me to open my eyes about old age. At first I was quite skeptical in attending because I was afraid of old age and getting old. I'm still afraid but more aware now.

OUR IMPRESSIONS OF THE CENTER

Lorraine and I are at the Center this fall (1975) to do our field work for one of the Human Development classes at the University. We are like volunteers who have come to observe and learn with our friends the Seniors. Before we arrived at the Center we had the usual stereotypes about senior citizens. We pictured them as people who needed constant attention and medical supervision. We thought that it would be more like a rest home. Instead, we were pleasantly suprised by the youthfulness and charm of the members. When we saw all the different and interesting classes being offered here we felt we couldn't wait until we were "eligible" to join.

Both of us decided to come to the Center because we had previous experience working with children and adolescents. We needed a change so we picked Hawaii State Senior Center. It was a really good decision. Seniors have so much to give to the younger generations. They have lived longer and experienced life more than any of us. We feel that we could learn a lot from these experiences, and maybe even use them to solve future problems. We enjoyed talking, playing, and laughing with you. You have given us valuable information of what the past was like, and you have presented it to us in a way that no textbook could.

In the class that we are doing this field work for we learned about different types of communication patterns within an agency. That is, the way that information is passed from the boss to the workers. I am happy to say that Hawaii State Senior Center's communication pattern is like the best one that we studied. It proved to be the most efficient and effective. In it the workers are free to talk to the boss (Mr. Amor) anytime they want to. The workers also play a big part in this. We have found the staff here to be very friendly and helpful. We had to write some papers for our class and they all went out of their way to help us.

As far as we are concerned, senior citizens are a valuable part of our society. You have proven that to us. If anyone tries to tell us differently we will bring them here and show them what is happening. Thank you all for giving us your time and letting us be a part of your lives. We will always remember the wonderful times we had here at Hawaii State Senior Center.

Mahalo & Aloha,
Lorraine Young
Dexter Tanaka

UNIVERSITY OF HAWAII
HUMAN DEVELOPMENT STUDENT EVALUATION

Prepared by: Pacific Health Research Institute
Daniel Farmer, Consultant

Students from the University of Hawaii were invited participants for two hours per week for a period of nine weeks. They were present at HSSC to interview senior citizens as well as participate in scheduled activities with the senior citizens. On completion of their observations, the students were asked to respond to the statements presented below and 74 forms were returned. The method of responding to the questionaire involved chosing one of three reactions to each statement which best described their feelings. In analyzing the results for each question a "1" was scored for each "strongly agree" response; a "2" for each "agree" response; and a "3" for each "strongly disagree" response. The total score for each question was then tabulated and a mean and standard error calculated. The following summary shows the results of the survey.

UNIVERSITY OF HAWAII--HUMAN DEVELOPMENT SURVEY RESULTS

SA = STRONGLY AGREE (1)
A = AGREE (2)
SD = STRONGLY DISAGREE (3)

		MEAN	STANDARD ERROR
1. I LEARNED SOMETHING ABOUT SENIOR CITIZENS AS A RESULT OF MY EXPERIENCES HERE.	'...◇...'.....' SA A SD	1.5	0.07
2. AS A YOUNG PERSON, I LEARNED THAT I CAN CONTRIBUTE SOMETHING TO THE OLDER PEOPLE.	'.....◇.....' SA A SD	1.8	0.07
3. MY IDEA ABOUT THE POTENTIAL OF OLDER PEOPLE HAS CHANGED SINCE MY OBSERVATION AT THE CENTER.	'...◇.....'.....' SA A SD	1.4	0.08

UNIVERSITY OF HAWAII--HUMAN DEVELOPMENT SURVEY RESULTS (CONT.)

		MEAN	STANDARD ERROR
4. I WAS ABLE TO KNOW AT LEAST ONE SENIOR CITIZEN IN A VERY FRIENDLY WAY.	SA A SD	1.5	0.07
5. SENIOR CITIZENS HAVE A LOT MORE VIGOR AND STAMINA THAN I EXPECTED.	SA A SD	1.4	0.08
6. I'VE BECOME MORE TOLERANT AND UNDERSTANDING OF OLDER PEOPLE.	SA A SD	1.6	0.06
7. AS A REULTS OF MY OBSERVATIONS, I HAVE BEEN BETTER ABLE TO RELATE HUMAN DEVELOPMENT CONCEPTS WITH OLDER PEOPLE.	SA A SD	1.6	0.08
8. IN ORDER TO MEET THE OBJECTIVES OF MY OBSERVATIONS, STAFF ASSISTANCE WAS ADEQUATE.	SA A SD	2.0	0.08
9. I LEARNED SKILLS AND TECHNIQUES THAT WILL CONTRIBUTE TO MY VOCATION.	SA A SD	2.0	0.05
10. I WANT TO WORK WITH OLD PEOPLE AS A RESULT OF THIS EXPERIENCE.	SA A SD	2.2	0.07
11. ACTIVITIES AT THE MULTI-PURPOSE CENTER SHOULD BE INTEGRATED WITH DIFFERENT AGE GROUPS.	SA A SD	1.7	0.08
12. THE SINGLE MOST IMPORTANT THING I LEARNED ABOUT SENIOR CITIZENS IS THEIR NEED TO BE CONSIDERED AS INDIVIDUALS.	SA A SD	1.4	0.07
13. MY DEFINITION OF A MULTI-PURPOSE SENIOR CENTER IS A PLACE WHERE OLDER PEOPLE CAN PLAY, LEARN AND SERVE.	SA A SD	1.4	0.05
14. STUDENTS CAN GAIN MORE FROM THEIR EXPOSURE TO SENIOR CITIZENS IF THEY HAVE A POSITIVE ATTITUDE TOWARD THE ELDERLY.	SA A SD	1.2	0.07
15. THE HAWAII STATE SENIOR CENTER PROGRAM CAN BE IMPROVED BY A STRONG VOLUNTEER LEADERSHIP PROGRAM.	SA A SD	1.5	0.07
16. CENTER STAFF CAN BE OF MORE HELP TO STUDENTS BY EXPLAINING THE GOALS AND PURPOSES OF THE CENTER.	SA A SD	1.5	0.06

Overall, the University students were in agreement with the sixteen statements which they were asked to respond to. Most respondents had positive feelings toward the senior citizens

and about the HSSC's program. Strongest agreement was with statement munber 14; "Students can gain more from their exposure to Senior Citizens if they have a positive attitude toward the elderly". Apparently students feel this is one of the most important factors in working effectively with senior citizens. The statement about which there was the most disagreement was number 10; "I want to work with old people as a result of this experience". Some students feel the experience was not directly related to their career goals and others may have found through their experience at HSSC that their interests lie in other areas than working with senior citizens.

INTER-GENERATIONAL CLASSES: Wave of the Future

I. INTRODUCTION:

The Multi-Purpose Senior Center serves as a two-way bridge for the seniors to interact with the community at large. A wide variety of classes and activities is recommended to stimulate the seniors, both intellectually and socially. Some seniors are ready and eager for the challenge of interacting with young people enrolled in the community college. Therefore, inter-generational classes are viable options to consider in creating challenging environment for the senior and the young learners. Hopefully this interaction of young learners with well-active seniors will reduce the stereotype of the negative image of old people as rigid, decrepit people who have outlived their usefulness.

There are other potential outcomes when youth and the elderly interact, especially when a continuing relationship is established. Some senior activist organizations, notably the Grey Panthers, view this coalition as a natural alliance, as agreement is reached on common issues such as preservation of a clean environment and universal access to quality education and health services.

II. BACKGROUND OF COMMUNITY COLLEGES OFFERINGS:

In recent years the "Open Door Policy" for Post Secondary Education has included the senior citizens as potential students.

North Hennepin Community College in Minnesota has had older students on the campus since 1968. The success of this program was heralded in Time Magazine and other publications.

Since then a variety of educational offering ranging from Special Post Retirement offerings at Emeritus College (Marin County, California) to free tuition or reduced tuition at community colleges has sprung up throughout the country.

The offering of inter-generational classes at the Hawaii State Senior Center, a Multi-Purpose Senior Center, was an outcome of close working relationship with the faculty of the Honolulu Community College. Community College classes on an inter-generational basis were offered since 1971 but this is the first attempt to assess the results of these classes.

Considerable data is becoming available on the Older Learners.[1] However, there is a lack of available information on Inter-generational Classes as the concept is fairly new.

III. THE NEED:

The Hawaii State Senior Center is a Multi-Purpose Senior Center offering comprehensive services to persons 55 years or older residing in the Kalihi-Palama target area. The three major services are: (1) Group Activities, (2) Individualized Services, and (3) Community Development.

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[1] New Learning for Older Americans: An Overview of National Effort, by Roger DeCrow, Adult Education Association of the U.S.A.

The Kalihi-Palama area is an urban neighborhood adjoining the commercial center of Honolulu. It was designated a "Model City" target area because of the high incidence of physical and social deterioration.

The area inhabited by families of low income is also characterized by a higher percentage of older persons; 20% as compared to 5% Statewide. Over 80% of these elderly were foreign born and their formal education, both in their country and in Hawaii, is less than 5th grade.

The Multi-Purpose Senior Center responds to the total needs of the older person. Services are coordinated to avoid sending the oldster to a variety of agencies to satisfy his needs for intellectual and social stimulation.

Among the more popular group activities are basic educational classes. The resources to start these classes were readily available. Furthermore, the cooperation from the Department of Education in providing the classes was excellent. The older person is very grateful to have the opportunity to learn even at a late age. It is expected that this need for basic communication skills among the elderly will continue for the next 5-10 years.

IV. EXPECTED CHANGES IN PARTICIPANT CHARACTERISTICS:

The typical retiree within the next five years will be born in Hawaii. A dramatic change in the level of education will occur. The newer retiree will have completed the 8th grade and and will seek more stimulating educational offerings.

It is expected that the typical level of classroom activities will be at the community college level. Therefore, a transition to more stimulating classes should be tried to anticipate a new wave of seniors who will be challenged to participate in a college environment.

V. LOGISTICS:

All courses were offered at the Hawaii State Senior Center in the afternoon. The full morning program at the Center precluded offering community college courses at the peakhours.

The seniors were comfortable at the Center and were accustomed to the amenities in the building designed especially for them. The seniors had many friends here and the Center was more accessible by car or free bus transportation. The younger students drive to the Center three blocks away, but this did not appear to be a barrier as the courses offered were very attractive.

This assessment was made during the Spring of 1976. The following inter-generational classes and enrollment were offered at the Hawaii State Senior Center during this period:

Subject	Instructor	Enrollment	
		Youth	Seniors
1. Psychic Phenomena	Homer	20	20
2. Human Sexuality	Haney	5	18
3. Guitar	Moon	4	24
4. Ceramics	Hancock	7	25
5. Creative Drama	Hauch	5	15

Classes were offered on the basis of acceptability of the classes to the seniors and the availability of competent

instructors. No attempt was made to direct the distribution of younger versus older participants in the classes. All classes were offered for credit. Three classes (Psychic Phenomena, Creative Drama & Human Sexuality relate to life experiences and could place the older person at an advantage.)

Two other classes (Guitar and Ceramics) relate to manual dexterity and capacity to follow instructions. It is assumed that age is not an advantage.

VI. EXPERIENCE:

The planning assumptions were confirmed by the high student registration. However, the faculty had to adjust to frankness and strong opinions of the seniors. Certain faculty expressed some misgivings after a few sessions but generally, the reaction of the faculty was positive and supportive of inter-generational classes.

VII. ASSESSMENT:

The purpose of this survey is to explore the results of inter-generational classes and to identify strength and weakness of the program. Other considerations such as availability of limited resources and competent faculty would affect the final decision but it is still important to determine if the concept is workable and desirable and to learn from this experience.

A. Assessment Methods:

Three methods of assessment will be used:

1. General questionnaire to seniors and college students.
2. Special questions reflecting strategy and methodologies undertaken by faculty.
3. Statements by faculty and Center staff on the value of the classes.

B. Instruments:

Seniors and Youths Questionnaire and Questionnaire for Instructors of Intergenerational Classes.

C. Schedule:

The assessment instrument will be circulated 2 weeks prior to the termination of the classes. This is to assure that all students (young and old) have the opportunity of filling out the forms.

The forms will be turned over to an independent instructor who will tabulate and comment on the findings of the questionnaires.

INTERGENERATIONAL SURVEY
HONOLULU COMMUNITY COLLEGE CLASS EVALUATION
For Seniors and Youths

Prepared by: Pacific Health Research Institute
Daniel Farmer, Consultant

The participants in the intergenerational survey were 21 youths and 45 seniors (see sample survey on following page). The findings indicate that the intergenerational program has produced favorable results. Figures 1 through 4 show distribution of answers for the 12 survey items for the ceramics, guitar, human sexuality and psychic phenomena classes. The two answers "strongly agree" and "agree" were used to determine general agreement with each statement. The answer "strongly disagree" was used to determine disagreement with the statement.

Overall, there were high percentages of agreement on all questions except 3, 6 and 9. Because of the way these three questions were worded, the favorable answer for them is disagreement. High levels of disagreement on these three questions indicate effective intergenerational exchange of knowledge and experience, and also indicate a high level of compatability between youths and seniors in these classes. It can be noted, however, that in the guitar and human sexuality classes, some of the students felt they could have gotten more out of the class if youths and seniors were segregated. This probably reflects differing amounts of agility between youths and seniors in the guitar class; and perhaps some different values or ideas between youths and seniors in the human sexuality class.

HAWAII STATE SENIOR CENTER

F-8

HONOLULU COMMUNITY COLLEGE CLASS EVALUATION
FOR SENIORS AND YOUTHS

AGE_____

Instructions:

Confidential - Your name is not required.
Please check off the answer which best applies to each of the following statements.
Fill separate form for each class.
Please indicate class taken. _____

	Strongly Agree	Agree	Strongly Disagree
1. It was a new experience for me to be in a community college class with people of wide age difference.			
2. I feel that I have learned much more because of the mixed age groups.			
3. I feel that I could have learned more if the classes were segregated.			
4. I learned more about human relationship and behavior because of the mixed ages.			
5. I feel much closer to the other age group as a result of this experience.			
6. I am more convinced that the old and the young cannot come together.			
7. I feel extremely optimistic about the future of older adults.			
8. I feel extremely optimistic about the future of young people today.			
9. I feel that I could not contribute fully because the other age group dominated the discuasion.			
10. I feel that the instructor was effective in making the inter-generational class successful.			
11. The instructor created an atmosphere where inter-generational sharing was possible.			
12. On the whole, this inter-generational experience was worthwhile.			

A question with a salient attitude was defined as one which received 90% or greater agreement or disagreement from the sample of 66 respondents. Table 1. lists these questions by class and shows a high degree of congruent opinion between seniors and youths.

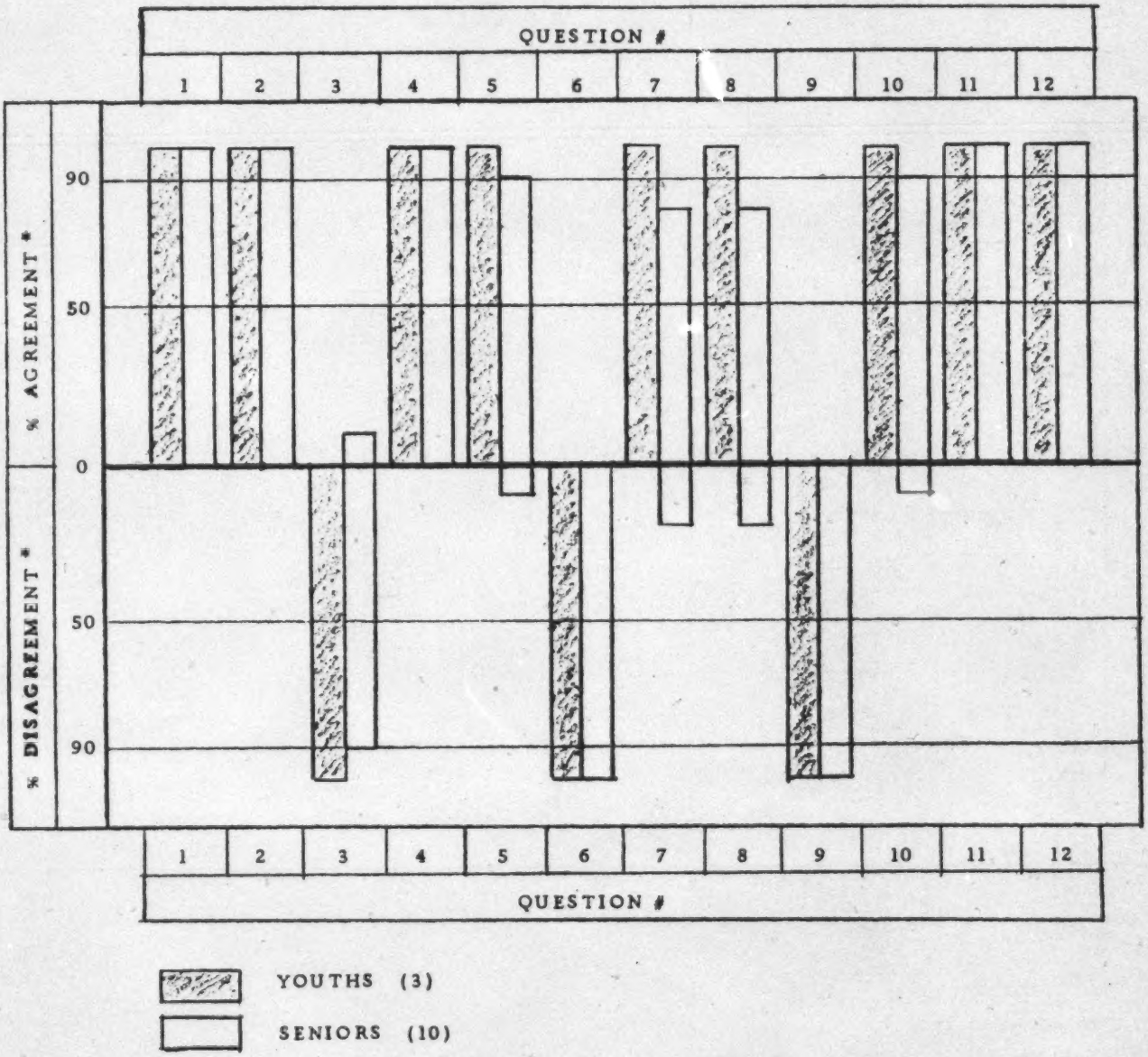
TABLE 1. QUESTIONS WITH SALIENT ATTITUDES
INTERGENERATIONAL SURVEY RESULTS

	Percent Agree or (Disagree) 90% or more	
CERAMICS		
Statement	Youths	Seniors
1. It was a new experience for me to be in a community college class with people of wide age difference.	100	100
2. I feel that I have learned much more because of the mixed age groups.	100	100
3. I feel that I could have learned more if the classes were segregated.	(100)	(90)
4. I learned more about human relationship and behavior because of the mixed ages.	100	100
5. I feel much closer to the other age group as a result of this experience.	100	90
6. I am more convinced that the old and the young cannot come together.	(100)	(100)
9. I feel that I could not contribute fully because the other age group dominated the discussion.	(100)	(100)
10. I feel that the instructor was effective in making the intergenerational class successful.	100	90
11. The instructor created an atmosphere where intergenerational sharing was possible	100	100
12. On the whole, this intergenerational experience was worthwhile.	100	100
GUITAR		
Statement		
1. It was a new experience for me to be in a community college course with people of wide age difference.	100	92

TABLE 1. (Continued)

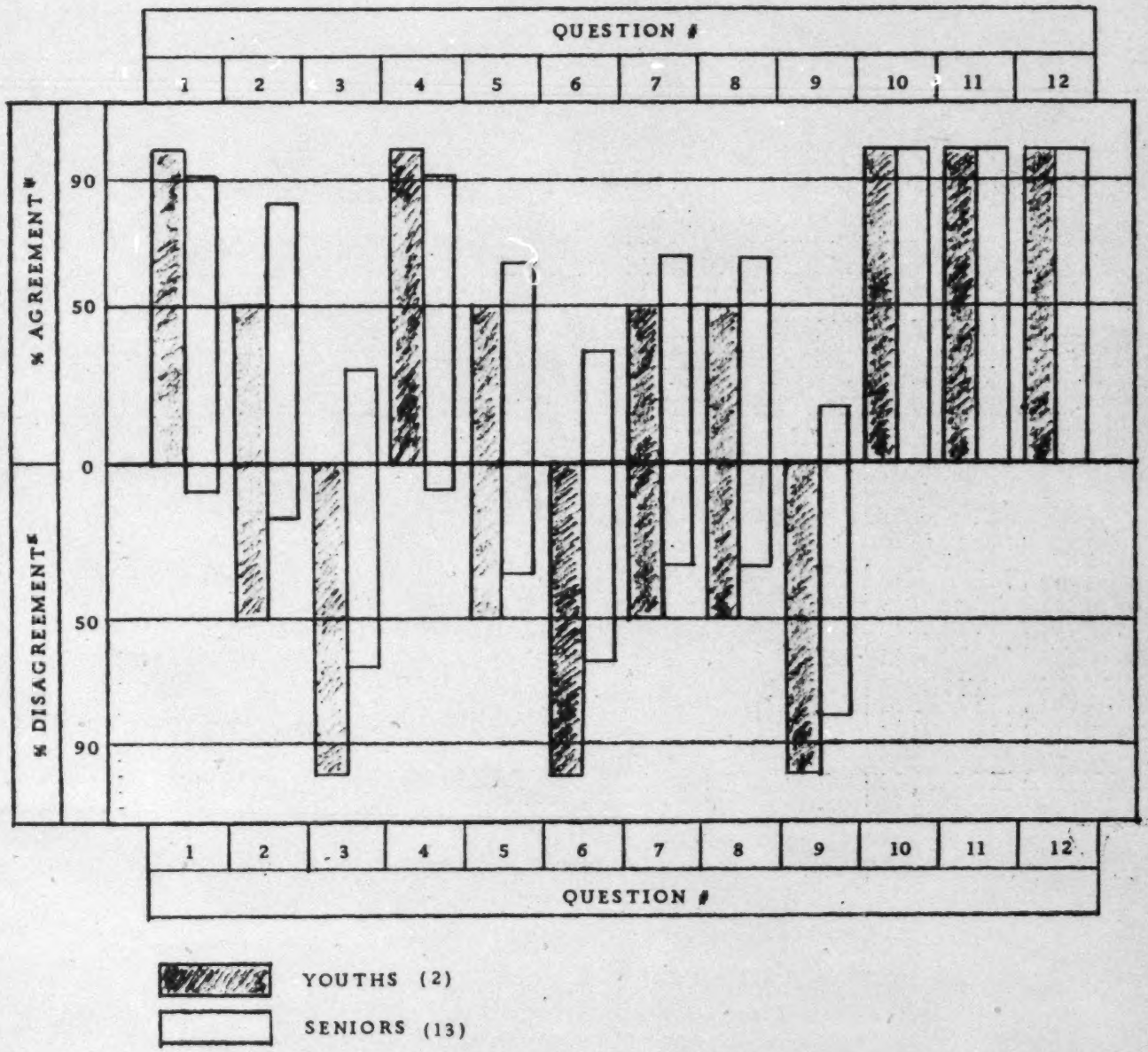
	Statement	Percent Agree or (Disagree)--90% or more: Youths	Seniors
GUITAR			
4.	I learned more about human relationship and behavior because of the mixed ages.	100	91
10.	I feel that the instructor was effective in making the intergenerational class successful.	100	100
11.	The instructor created an atmosphere where intergenerational sharing was possible.	100	100
12.	On the whole, this intergenerational experience was worthwhile.	100	100
HUMAN SEXUALITY			
2.	I feel that I have learned much more because of the mixed age groups.	100	100
4.	I learned more about human relationship and behavior because of the mixed ages.	100	100
6.	I am more convinced that the old and the young cannot come together.	(100)	(90)
10.	I feel that the instructor was effective in making the intergenerational class successful.	100	100
11.	The instructor created an atmosphere where intergenerational sharing was possible.	100	100
12.	On the whole, this intergenerational experience was worthwhile.	100	100
PSYCHIC PHENOMENA			
4.	I learned more about human relationship and behavior because of the mixed ages.		
6.	I am more convinced that the old and the young cannot come together.	(100)	(100)
10.	I feel that the instructor was effective in making the intergenerational class successful.	100	100
11.	The instructor created an atmosphere where intergenerational sharing was possible.	100	100
12.	On the whole, this intergenerational experience was worthwhile.	100	100

FIGURE I. CERAMICS CLASS
INTERGENERATIONAL SURVEY RESULTS



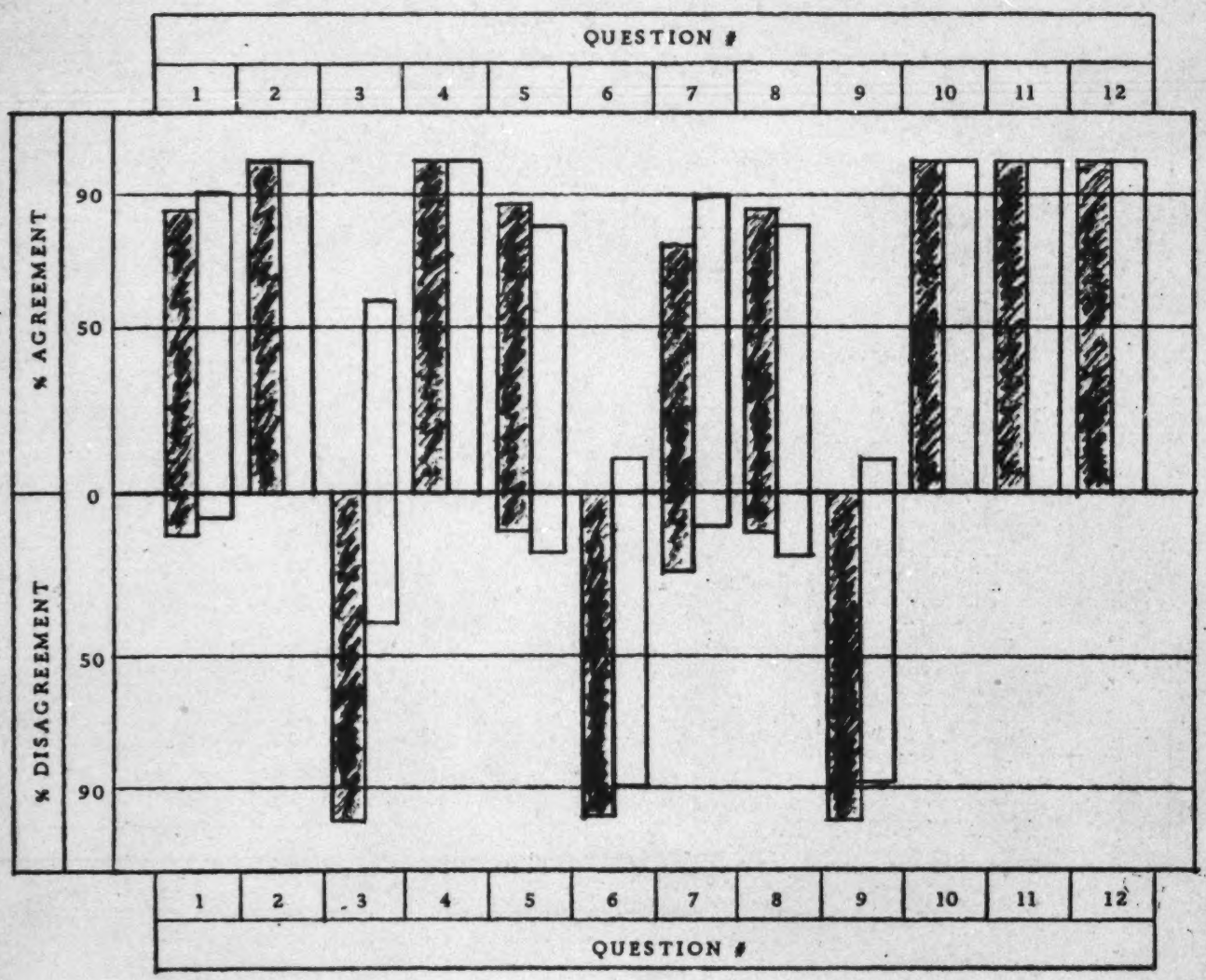
* % AGREEMENT MEANS PERCENT RESPONDING "STRONGLY AGREE" OR "AGREE"
% DISAGREEMENT MEANS PERCENT RESPONDING "STRONGLY DISAGREE"

FIGURE 2. GUITAR CLASS
INTERGENERATIONAL SURVEY RESULTS



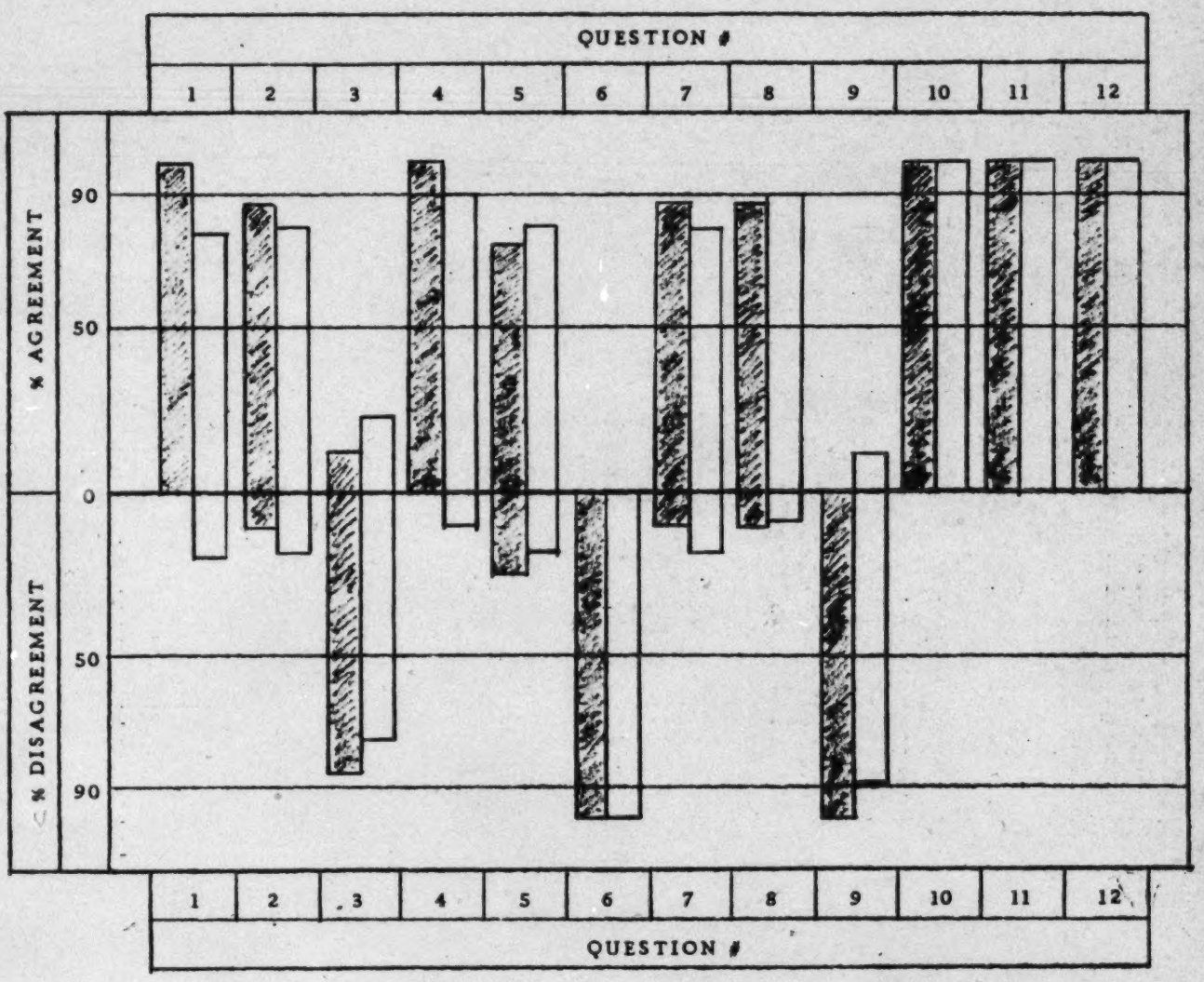
* % AGREEMENT MEANS PERCENT RESPONDING "STRONGLY AGREE" OR "AGREE"
% DISAGREEMENT MEANS PERCENT RESPONDING "STRONGLY DISAGREE"

FIGURE 3. HUMAN SEXUALITY CLASS
INTERGENERATIONAL SURVEY RESULTS



* % AGREEMENT MEANS PERCENT RESPONDING "STRONGLY AGREE" OR "AGREE"
% DISAGREEMENT MEANS PERCENT RESPONDING "STRONGLY DISAGREE"

FIGURE 4. PSYCHIC PHENOMENA CLASS
INTERGENERATIONAL SURVEY RESULTS



* % AGREEMENT MEANS PERCENT RESPONDING "STRONGLY AGREE" OR "AGREE"
% DISAGREEMENT MEANS PERCENT RESPONDING "STRONGLY DISAGREE"

QUESTIONAIRE FOR INSTRUCTORS OF INTERGENERATIONAL CLASSES

Prepared by: Pacific Health Research Institute
Daniel Farmer, Consultant

The following is a graphical summary of responses from the four instructors of the HSSC intergenerational classes. Each instructor was asked to respond by chosing one of three reactions to each statement which best described his feelings. In analyaing the results for each question a "3" was scored for each "strongly agree" response; a "2" for each "agree" response; and a "1" for each "strongly disagree" response. The total score for each question was then tabulated and a mean and standard deviation calculated. The four instructors surveyed conducted classes in Ceramics, Guitar, Human Sexuality, and Psychic Phenomena. Each instructor used different teaching methods, so the results were often found to be unique to that class and instructor.

QUESTIONAIRE FOR INSTRUCTORS OF INTERGENERATIONAL CLASSES--RESULTS

SA = STRONGLY AGREE (3)
A = AGREE (2)
SD = STRONGLY DISAGREE (1)

		MEAN	STANDARD ERROR
1. OLDER LEARNERS TEND TO BE VERY OUTSPOKEN COMPARED TO YOUNGER LEARNERS.	'.....◇.....' SD A SA	1.8	0.3
2. YOUNGER LEARNERS TEND TO BE VERY OUTSPOKEN COMPARED TO OLDER LEARNERS.	◇.....'.....' SD A SA	1.0	0.0
3. INFORMAL MEETINGS OR CLASSES ARE MORE APPROPRIATE TO LESSEN ANXIETY LEVEL OF OLDER LEARNERS.	'.....'....◇..' SD A SA	2.6	0.3
4. OLDER STUDENTS WERE USED AS DISCUSSION LEADERS TO HELP TEACH THE CLASS.	'.....◇.....' SD A SA	1.8	0.3
5. IT WAS AWKWARD WHEN OLDER PERSONS DOMINATED THE CLASS.	'.◇.....'.....' SD A SA	1.3	0.4
6. BREAKS WERE USED DURING THE CLASS BOTH TO ALLOW STUDENTS TO SOCIALIZE AND TO HELP INCREASE ATTENTIVENESS.	'.◇.....'.....' SD A SA	1.3	0.3

QUESTIONAIRE FOR INSTRUCTORS OF INTERGENERATIONAL CLASSES (CONT.)

		MEAN	STANDARD ERROR
7. AUDIO-VISUAL MATERIALS WERE NOT NEEDED IN THE CLASSES I OFFERED.	SD A SA	1.8	0.3
8. VARIOUS TEACHING OPTIONS ARE NEEDED, I.E. PACKETS, ONE-TO-ONE TEACHING, ETC.	SD A SA	2.0	0.3
9. SINCE THE CLASSES WERE TAUGHT AT THE SENIOR CENTER, IT WAS A PROBLEM OF THE SENIORS ACCEPTING THE YOUNGER STUDENTS.	SD A SA	1.0	0.0
10. THE LARGER PROPORTION OF SENIORS VERSUS THE YOUNGER LEARNERS RESULTED IN THE OLDER LEARNERS DOMINATING THE CLASS.	SD A SA	1.3	0.3
11. THE YOUNGER STUDENTS ADJUSTED TO SENIORS BY ACCEPTING AND NOT CHALLENGING THE OLDER LEARNERS.	SD A SA	2.5	0.5
12. THE VARIATION OF CAPACITY AMONG THE YOUNGER STUDENTS WAS THE SAME AS AMONG THE OLDER STUDENTS.	SD A SA	1.8	0.3
13. FUNCTIONAL CAPACITY, MATURITY OF JUDGEMENT AND OTHER PERSONAL QUALITIES OF THE STUDENT WERE DIRECTLY RELATED TO AGE. I.E. THE OLDER STUDENT HAD BETTER JUDGEMENT, WAS MORE PERSEVERING, ETC.	SD A SA	1.3	0.3
14. THE CENTER STAFF EASED AND FACILITATED THE ENTRY OF BOTH OLDER AND YOUNGER LEARNERS INTO THE CLASS.	SD A SA	2.5	0.3
15. SOME OF THE OLDER LEARNERS IN MY CLASS COULD BE USED AS AN INSTRUCTIONAL RESOURCE TO OTHER CLASSES AT THE COMMUNITY COLLEGE.	SD A SA	2.0	0.6
16. THE "LEARNING ENVIRONMENT", I.E. INFORMALITY, FRIENDLINESS OF OTHER PARTICIPANTS, COMFORT IN THE BUILDING, OPEN NON-JUDGEMENTAL ATMOSPHERE WAS AN IMPORTANT FACTOR TO SENIOR AND COMMUNITY COLLEGE STUDENTS.	SD A SA	2.5	0.5
17. REPETITION AS A WAY OF REINFORCING MATERIALS PRESENTED TO OLDER STUDENTS, WAS USED IN MY CLASSES. THIS METHOD DISTRACTED THE YOUNGER STUDENTS.	SD A SA	1.0	0.0
18. THERE WAS NO NEED TO REVISE MY INSTRUCTIONAL PLAN TO TAKE THE OLDER STUDENTS INTO CONSIDERATION.	SD A SA	1.5	0.3
19. THE SENIORS USE THE CLASS AS A SOCIAL EXPERIENCE AS WELL AS A LEARNING EXPERIENCE. THE YOUNGER STUDENTS USE IT AS A STEPPING STONE (CREDITS) TOWARD A DEGREE. THIS DIFFERENCE IN EDUCATIONAL OBJECTIVES INTERFERED WITH MY USUAL TEACHING METHODS.	SD A SA	1.0	0.0

As can be seen from the summary above statements which the four instructors tended to agree with the most (numbers 3, 11, 14 & 16) make the following points:

a) An informal atmosphere tends to lessen the anxiety level of older learners.

b) Younger students interacted with others in the classroom situation by accepting rather than challenging views expressed by seniors.

c) HSSC staff members helped bring about easy interaction in the classroom situation for both youth and seniors.

d) The "learning environment" was an important factor for all in the learning experience.

Statements which the four instructors tended to disagree the most with (numbers 2, 9, 17 & 19) make the following points.

a) Younger learners do not try and dominate the classroom conversation. In statement 1, however, there is some response to indicate that the seniors may occassionally tend to dominate classroom discussion.

b) In spite of the fact that classes are conducted on HSSC grounds, there was not a problem with seniors accepting youths in the classes.

c) Everyone disagreed with statement number 17. Because of the way it was worded, it indicates one of the following--most likely the latter.

    1) Repetition was not used as a learning tool.

    2) If repetition was used, it was not a distraction to younger students.

d) The fact that classes are a social experience for seniors and a means to reaching a goal (graduation) for youths did not interfere with usual teaching methods.

EVALUATION OF THE COMMUNITY DEVELOPMENT DOMAIN

Prepared by: Pacific Health Research Institute
Daniel Farmer, Consultant

Development of the Evaluation Instrument

The taxonomy of objectives in the Community Development Domain was used to develop the questions for this instrument.

The taxonomy is based on an ascending order of abstraction and complexity. Therefore, it is expected that there will be a greater number of yes answers in the earlier questions.

The five levels in the Community Development Domain are:

1) Effective use of staff
2) Use of resources
3) Responsiveness to Participants' needs
4) Responsiveness to Community at large
5) Impact on society

Each level is subdivided into five other developmental stages each containing another five statements of values within that category. The questionaire was developed by selecting the first and last value statements of each of the sub-categories thereby arriving at 50 questions. Where the value statement was not easily phrased into a question, the next value was substituted.

The questions are paired to reinforce the value that is stressed in the sublevel question. The first ten questions all relate to effective use of staff and so on up the scale. The subject must respond either true or false to each of the 50 questions.

The results of the survey should answer four questions:

1) Where is the HSSC statistically in terms of these total value judgements in the Community Development Domain?

2) Is it true that the level of complexity is organized correctly?

3) Is there a continuous relationship between each of the five developmental levels or are they separate and distinct entities?

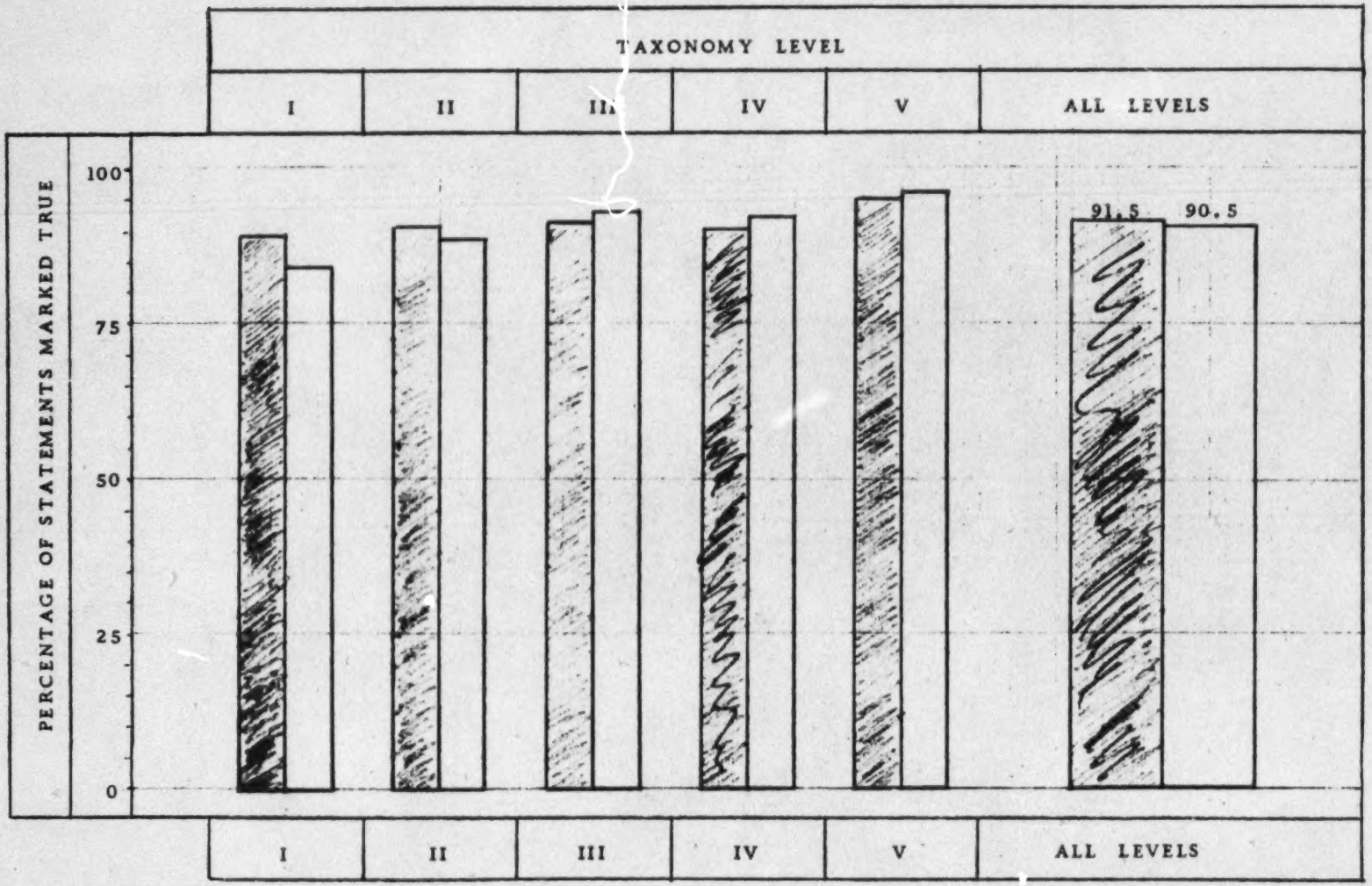
4) Is there congruence between the leadership group and the participants?

Results of the Evaluation Instrument

Thirty-eight completed questionaires were returned out of an expected 57. Fourteen were completed by staff and instructors; and 24 by volunteers. The volunteers had a lower return percentage, possibly due to literacy problems and discomfort with evaluating the center and its operations. Results from instructors and staff reflect people involved for the most part in a specific activity--these people may not be aware of the total HSSC philosophy and activities. There is even a language problem among the instructors, for example an instructor in bag weaving may be competent and has a good rapport with students but cannot speak English well enough to complete the questionaire.

The results of the survey show that the center has obtained high standards of acceptability as defined by the taxonomy of objectives in the Community Development Domain. From the graph on the following page, rather than the expected tapering

COMMUNITY DEVELOPMENT DOMAIN QUESTIONAIRE
PERCENT "TRUE" RESPONSES BY TAXONOMY LEVEL
FOR STAFF AND INSTRUCTORS
&
VOLUNTEERS



LEVEL TITLES
I. EFFECTIVE USE OF STAFF
II. EFFECTIVE USE OF RESOURCES
III. RESPONSIVENESS TO PARTICIPANT NEEDS
IV. RESPONSIVENESS TO COMMUNITY AT LARGE
V. IMPACT ON SOCIETY

STAFF & INSTRUCTORS (14)

VOLUNTEERS (24)

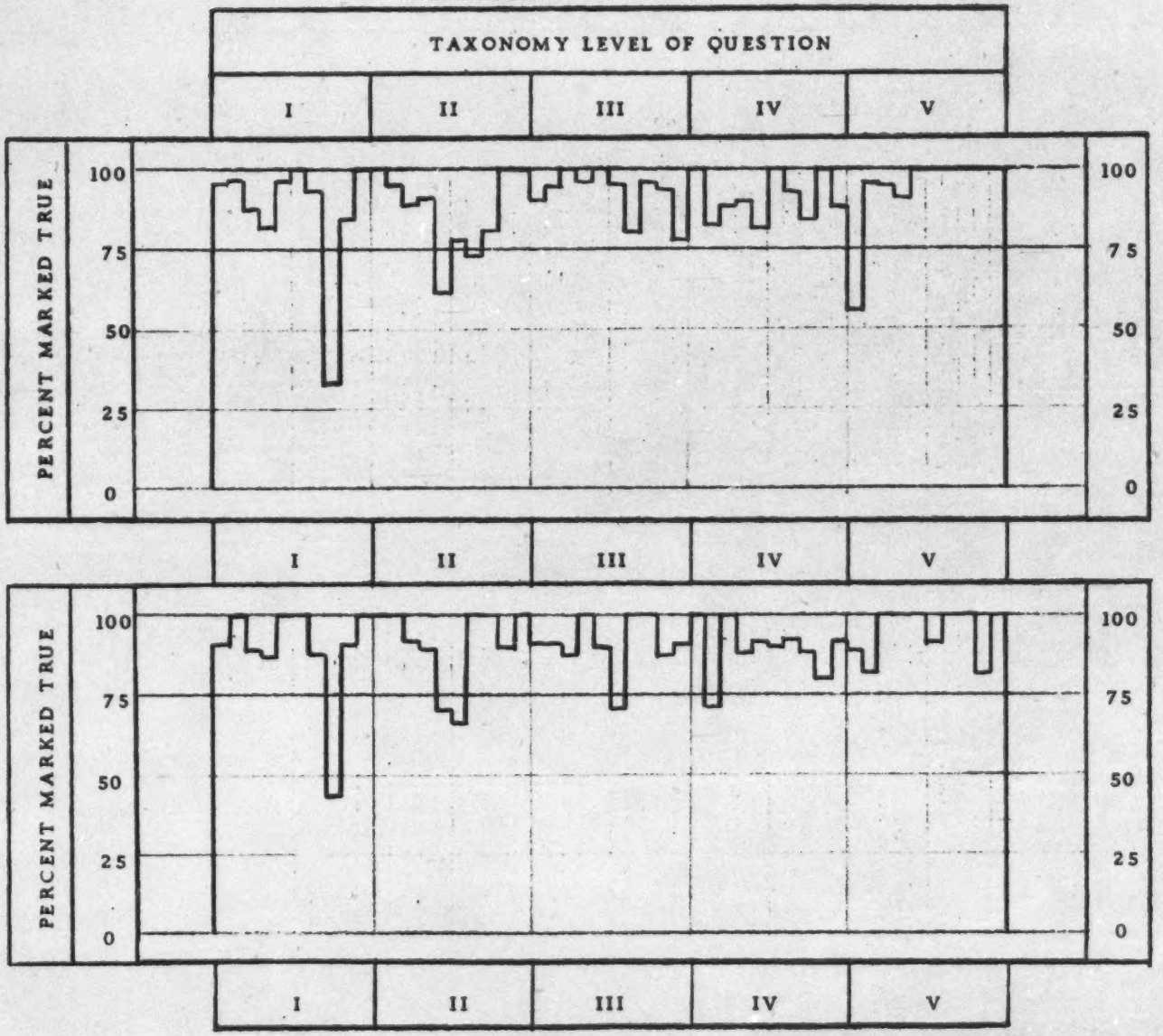
G-3

off of "true" answers, as we proceed from stage I to stage V, there is actually a percentage increase in true answers. This suggests that perhaps the level of complexity of these stages is reversed. There still remains a continuous relationship between each of the five developmental levels but it shows up on the preceeding graph as increasing levels of attainability. Overall, the statements in the taxonomy were judged by the staff, instructors, and volunteers to be 91% true. This is a very favorable high percentage rate indicating the HSSC is well on the way to accomplishing its goals in the Community Development Domain.

There was no statistically significant difference between the leadership group (staff and instructors) and the participants (volunteers) with regard to their answers. This indicates a high level of congruent thinking between the leadership group and the participants.

On the following page is a graph showing for each question the percentage of responses indicating the phrase true. From this graph, it is possible to see that all stages are very close to completion. Their differences are defined by only one or two questions from each level. Overall, the Staff and Instructors group rated the Community Development Domain only one percent higher than the Volunteer group. Only 10% of all responses were less than 80% true.

COMMUNITY DEVELOPMENT DOMAIN QUESTIONAIRE
PERCENT TRUE RESPONSES FOR EACH QUESTION
FOR STAFF & INSTRUCTORS
AND
VOLUNTEERS



Below is a list of all questions from either the leadership group or the participant group which were marked true by less than 75% of the respondents in the group. These statements indicate areas where attainment of goals according to the taxonomy structure are not being met when compared with the remainder of the goals in the Community Development Domain.

Statement Number	Text
8.	Participants are used in the training of staff.
15.	The Center advertises its search for certain volunteers.
16.	Volunteers themselves promote the program of the Center.
17.	The Center suggests unmet needs to participants.
26.	Participants are recognized for altruistic (unselfish) behavior.
32.	Center groups are also mobilized spontaneously to help in case of emergencies.
41.	Participants can set aside the traditional roles like baby sitting.

Following this page is the complete questionaire.

EVALUATION OF THE COMMUNITY DEVELOPMENT DOMAIN

Please mark yes or no in response to each of the following questions.

1.	Staff is in agreement with the philosphy and practices of the Center	TRUE	FALSE
2.	Staff sincerely and openly supports the participants in their endeavors.	TRUE	FALSE
3.	Center staff is regularly evaluated.	TRUE	FALSE
4.	Competent staff is retained and others corrected or not renewed.	TRUE	FALSE
5.	Staff is always welcomed to events planned by the participants.	TRUE	FALSE
6.	Staff is accepted as part of the Center family.	TRUE	FALSE
7.	Center staff development is conducted on a regular basis.	TRUE	FALSE
8.	Participants are used in the training of staff.	TRUE	FALSE
9.	The Center serves as a laboratory for research and training in Gerontology.	TRUE	FALSE
10.	New knowledge is acquired about older people and shared with participants.	TRUE	FALSE
11.	Leisure time activities are well planned and complement the total offerings of the Center.	TRUE	FALSE
12.	The Center encourages other organizations to develop activities for senior citizens.	TRUE	FALSE
13.	Other agencies are contacted to provide resources to the participants.	TRUE	FALSE
14.	Agencies volunteer their resources to the Center.	TRUE	FALSE
15.	The Center advertises its search for certain volunteers.	TRUE	FALSE
16.	Volunteers themselves promote the program of the Center.	TRUE	FALSE

Evaluations of the Community Development Domain

17.	The Center suggests unmet needs to participants.	TRUE	FALSE
18.	Participants take initiative to raise funds for the Center.	TRUE	FALSE
19.	Participants are willing to serve the Center or its members.	TRUE	FALSE
20.	Participants seek ways of helping each other.	TRUE	FALSE
21.	Staff makes good use of the facility.	TRUE	FALSE
22.	Fairness and impariality are demonstrated in the allocation of space and time.	TRUE	FALSE
23.	The present classes reflect the educational needs of the participants in the Center.	TRUE	FALSE
24.	Participants are involved as instructors and leaders in the Center.	TRUE	FALSE
25.	Participants are recognized for their efforts on a fair and impartial basis.	TRUE	FALSE
26.	Participants are recognized for altruistic (unselfish) behavior.	TRUE	FALSE
27.	Participants are encouraged to take classes beyond their present level. (Community College level)	TRUE	FALSE
28.	Participants are encouraged to try new learning experiences.	TRUE	FALSE
29.	Under-represented ethnic groups are encouraged in their activities.	TRUE	FALSE
30.	Disabled groups like the blind and mentally ill are welcomed at this Center.	TRUE	FALSE
31.	Participants respond to publicized community needs.	TRUE	FALSE
32.	Center Groups are also mobilized spontaneously to help in case of emergencies.	TRUE	FALSE
33.	Satisfied participants respond to other Center members in need.	TRUE	FALSE
34.	Participants feel free about appealing to other participants for help.	TRUE	FALSE

Evaluations of the Community Development Domain

35.	Each participant is worthwhile and is tapped for what he can contribute.	TRUE	FALSE
36.	Participants engage in community service activities with real enjoyment.	TRUE	FALSE
37.	The Center regularly exposes the participants to concerns in the community	TRUE	FALSE
38.	Participants form coalitions with other groups to meet a community concern.	TRUE	FALSE
39.	Clubs willingly organize friendly visitors to visit the sick and lonely.	TRUE	FALSE
40.	Groups older people in the Center earn respect and are sought out by other organizations for assistance.	TRUE	FALSE
41.	Participants can set aside the traditional roles like baby sitting.	TRUE	FALSE
42.	There are many self-directed leaders of older people who can lead others.	TRUE	FALSE
43.	Patience and persistance of the elderly are valued over speed and quantity of the youth.	TRUE	FALSE
44.	Older people are sought after for advice and assistance.	TRUE	FALSE
45.	Older people have gone through certain life experiences which are valued by all age groups.	TRUE	FALSE
46.	There are self-actualized older people who are models for society.	TRUE	FALSE
47.	Older people can transmit the ethnic heritage to the younger generation.	TRUE	FALSE
48.	Each cultural heritage can be shared with a wider segment of the population.	TRUE	FALSE
49.	There is mutual sharing between the young and the old.	TRUE	FALSE
50.	Innovations and solutions are created from the blending of the young and the old.	TRUE	FALSE

VOLUNTEER SERVICES EVALUATION

Prepared by: Pacific Health Research Institute
Daniel Farmer, Consultant

This is a summary of the responses to a questionaire of nine community service agencies on the impact of the volunteer services provided by participants of the Hawaii State Senior Center.

1. Is the service the senior(s) provided of any value to your operation? If yes, how?

All the community agencies agreed that the seniors contributed in significant ways. Their talents range from enthusiastic gardening work to providing music at socials. Some particularly important contributions are their ability to speak a foreign language (especially Japanese), transporting and caring for wheelchair patients, and assembling surgical supplies.

2. Should the services be continued, reduced or terminated? Please comment why.

In all cases, the service of the volunteers was considered valuable and well worth continuing. An interest in expanding the volunteer services was expressed in many cases.

3. Are the seniors pleased about assignments they are performing in your agency?

Overall, the seniors seemed happy with their assignments, as did the agencies they served.

4. What methods are you using to maintain the interest of the seniors in your agency?

Personal communications and noted recognition of the efforts of the seniors were the main methods used by the various agencies to maintain interest. In most situations, nothing special was needed to maintain interest as the volunteers were highly self-motivated.

5. Has your opinion of the value of seniors changed as a result of the volunteers in your agency? In what way?

The senior volunteers were held in high regard by all the agencies. Even in the agencies where senior volunteers were unusual, as in Planned Parenthood, agencies have come to depend on them. Many would like to be able to obtain more.

6. What can the HSSC staff do to improve the volunteer services at your agency?

There were only two recommendations: increased publicity of volunteer availability and reduction of the reports of volunteer time to one per month.

7. Do the HSSC volunteers require a lot of your time that you cannot afford?

Initially, the volunteers required some time in training, but that time was minimal and the results justified it.

8. Any other comments?

All comments were extremely positive. The volunteers are highly motivated and are serving a useful function for every agency they are involved with.

Community Agencies Responding

Maluhia Hospital
Okinawa Social Club
Japanese Social Club
Hawaiian Social Club
Hawaii Planned Parenthood
Hawaii State Chapter--American Red Cross
Honolulu Community College--Librarian, Groundskeeper
Convalescent Center of Honolulu
Kuakini Day Care Center

Editor's Note on Research Activities

The potential of a University-related Multipurpose Senior Center* is illustrated in the three research activities undertaken at the Hawaii State Senior Center.

1. Inter-generational Classes:

This joint effort undertaken by the Center staff and Mr. Terrence Haney, instructor at Honolulu Community College, was designed in anticipation of dramatic changes in the characteristics of the future retiree; higher educational attainment, wider involvement in the life of the community and a stronger sense of personal destiny. This new experience for Honolulu Community College is an initial attempt to raise issues of techniques, benefits for both senior and younger students and to discuss the limitations of inter-generational classes if any.

The results have the following implications for planning Center programs:

a. Community College instructors offering inter-generational classes should be oriented in the characteristics, wants and special needs of older students and how these oldsters could relate effectively with younger students. It could reduce unnecessary anxiety and at best suggest the use of older persons as instructional resources.

*Re: term, University-related Senior Center, used to describe the new Multipurpose Senior Center sponsored by the University of Southern California, Percy Andrus Gerontology Center at the Gerontological Society meeting, Louisville, Kentucky, Sept., 1975.

b. Achieving older persons should be encouraged to attend community college and/or university classes for vocational or personal development. A special advisory method on a group basis linked with the existing counseling program should be developed.

2. Self-Reinforcement in the Elderly as a Function of Feedback and Modeling by Howard R. Weiner.

The Center acted as the legitimizing agent for the research to occur for a Ph.D. candidate in Psychology. The results of the study supported the concept that older persons can easily benefit from observational learning or modeling.

The identification of the Center with an educational institution of higher education makes the presence of students and researchers acceptable. A firm policy of coordinating research and student observation which respects the time and privacy of older participants is needed. This particular experiment was acceptable to the elderly because of two factors:

a. Selection of subjects and encouragement by Center staff on the value of experiments assisted the project. The participants' confidence in the Center staff was transferred to the experimental project staff.

b. The project staff provided immediate renumeration for the completion of the assignment. ($2) This represented a token of their worth in the project. Also written feedback on the results of the project within a reasonable time frame demon-

strated that the researchers were interested in them as individuals.

3. Synergics: An Application of the Concept of Radical Aging, by Dr. Ronald L. Barozzi, and Mary K. Arnold, R.N.

The open and cooperative relationships between the Hawaii State Senior Center and the Salvation Army operating a "Multi-service Center for Senior Citizens" in the same neighborhood resulted in the completion of the experiment; thus additing to the collective knowledge about the potentials of older people. The concepts and findings of the experiment are extremely useful in identifying learning goals held by self-directive older adults. It is interesting to note the self-actualization rather than self-maintenance is identified as a desirable goal for "radical" aging. Two recommendations for Senior Centers are apparent:

a. A Life Long Curriculum designed to fulfill the inherit need for self-actualization has to be conceptualized. Mature adults are not satisfied with the sand box mentality of busy work and lack of involvement in their highest aspiration. Further, a well organized curriculum would be of value not only to oldsters but to the middle aged and younger generations.

b. The Senior Center programs and activities should be wide and varied to the extent that sufficient opportunities are consciously available for mature participants to acquire peak experiences leading to self-actualization.

An insight into the psychological characteristics of the mature adult is evident in the later two papers. Both researchers developed

their proposals and findings independently. It is interesting to note that from their respective points of reference, the "high morale level of the Center members were worthy of comment."

Weiner noted that the levels of self-esteem were relatively high for all (elderly) subjects. "The average self-esteem score was higher than for a group of University of Hawaii students." Inturn, Barozzi and Arnold reported that, "subjects at the beginning of this experiment appeared to score higher on the Life Satisfaction Index A (LSIA) than did the Kansas City sample (Neugarten, 1961) or the Missouri sample (Adams, 1969). Both of which were composed of relatively healthy elderly, and yet a significant increase in LSIA scores was observed for subjects exposed to Synergics."

Senior Centers do attract the well-functioning mature adult. Senior Centers also provide opportunities for personal growth -- sometimes far beyond the expected norms.

SYNERGICS: AN APPLICATION OF THE CONCEPT OF RADICAL AGING

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Old age seems to be viewed by many from a negative perspective which emphasizes its problems rather than its potentials. Change and loss are predominant themes in the literature on aging: loss of physical health and the death of important persons, changes in physical appearance, decreasing social status, and a lowered standard of living.

Old age, on the other hand, may be viewed as a new and fertile dimension in human development. Birren (1976) has pointed out that some of the conditions concomitant with aging (e. g., more free time, fewer responsibilities) may be the basis for new growth experiences. But before old age can be experienced in this fashion, the elderly may need to be resocialized into another way of thinking and experiencing their lives.

It is proposed that much of the negativism associated with attitudes on aging have to do with the way it is conceptualized. It is also proposed that a contributing source of this problem is a conservatism pervasive among current theories on aging. Kuypers (1970) observed that both the "disengagement" and "activity" theories of aging define "successful aging" in terms of economic functioning, where the individual is viewed in terms of his effective performance of the roles for which he has been socialized.

What may be needed in the field of aging is a theoretical counterpart to this conservative bias. Such a counterpart is proposed in the concept of "radical aging." Radical aging represents a conflict model[3] of aging that defines social change and conflict as functional, where the individual rather than societal needs are of paramount concern. This model emphasizes growth and change, and not simply an adjustment to conventional expectations. Viewed from this perspective, aging becomes a part of the human potential movement, where self-actualization rather than self-maintenance is the goal.

Operationally, radical aging may be reflected in both attitudes and behavior. It represents an attitude of risk-taking and openness to change. As a form of behavior, radical aging may be reflected in the idea of experimentation with different life styles, or simply with alternative ways of doing things.

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[3]This notion of juxtaposing "order" and "conflict" ideologies was taken from Horton (1966).

The purpose of this research effort is not only to consider the concept of radical aging, but to study its application. Synergics, a form of Hatha Yoga, was studied as an application of this concept because the goal of Synergics is not simply socialization but resocialization[1] into an alternative perspective. This perspective may be characterized by an awareness of sensory, aconceptual experiences and a here-and-now orientation. It was hypothesized that change in this direction may be sufficiently stabilizing to increase a person's psychological well-being.

Previous research dealing with issues related to Yoga suggest their potential in promoting psychological well-being. Benson (1974) reported that Yoga and related disciplines may induce what he calls the "relaxation response"--a physical and psychological state of harmony. Similarly, Girodo (1974) found that patients diagnosed as anxiety neurotic experienced a reduction in their anxiety states after practicing Yoga.

METHOD

In order to test the hypothesis that Synergics is likely to increase psychological well-being among non-institutionalized senior citizens, an experimental design was constructed utilizing volunteers from the membership of the Hawaii State Senior Center. During the month of December, 1975, fifty-two persons volunteered to participate in the experiment. These subjects were first matched on socio-economic status (an index composed of the subjects' level of education and income) prior to their random assignment to either the experimental or the control group. Because of experimental mortality, twenty-one of the original twenty-six subjects in each group actually completed the experiment.

The duration of the experiment was ten weeks. The experimental group met three times a week for the first five weeks, and once a week for the remaining five weeks. Each session lasted approximately one hour, and was conducted on the grounds of the Hawaii State Senior Center.

The subjects who were instructed in the practice of Synergics were asked to practice the exercises three times a day for roughly twenty minutes per session, besides attending the instructional classes during which the ideology of Synergics was introduced.[2]

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[1] The distinction between socialization and resocialization is discussed by Berger and Luckmann (1966). Resocialization, as it is used here, may be defined as an immersion into a way of life antithetical to one's previous history of socialization.

[2] The ideology of Synergics was borrowed from Barozzi (1975) and was found in his research to be countercultural in its effect--subjects exposed to it were likely to experience a decreased identification with values of the larger society. The physical exercises, on the other hand, although variations of Hatha Yoga, were modified specifically for senior citizens.

SAMPLE

After randomization it was observed that the two treatment groups were similar in other respects than the variables for which they were matched. The average ages of the experimental and control groups were 63 and 67 respectively. The sex composition of each group was predominantly female: the experimental group had 67 % female, and the control group, 74%. Their ethnic backgrounds were also similar but heavily representative of persons from Chinese descent. The experimental group had 76% who were of Chinese descent, while the control group had 52%. The remaining percentages were shared about equally between the Japanese and Part-Hawaiian ethnic groups, for both treatment groups.

CONCEPTS AND DEFINITIONS

Life Satisfaction

There have been various attempts to define and to measure the psychological well-being of older people (Neugarten, 1961). In earlier approaches to this problem there have been two general points of view. One focuses upon the overt behavior of the individual and utilizes social criteria of success. The other point of view focuses upon the individual's own frame of reference, with only secondary attention given to his level of social participation. Since the concept of radical aging favors a disengagement from the usual social criteria of success, the individual's own frame of reference will be adopted as the criteria for psychological well-being in this study.

Our subjective definition of psychological well-being as well as its measurement follows that of Neugarten (1961). Their term for this condition was "life satisfaction" which they defined generally as consisting of such components as zest, congruence between observed and achieved goals, positive self-concept, resoluteness and fortitude, and mood tone.

The Life Satisfaction Index A (LSIA) was introduced as the operational measure of psychological well-being. The LSIA was considered particularly appropriate for this study since its authors claim that their instrument is based on neither the activity nor the disengagement theory of aging.

It was argued that if Synergics does increase a persons psychological well-being, that perhaps, conversely, it may decrease problem conditions associated with old age. The two problem conditions selected for study were social isolation and loss of function. These conditions were considered appropriate because of their salience among the elderly population and because their problem nature is partially reflected in the individual's own subjective perception of these conditions--which is what Synergics is hypothesized to alter.

Social Isolation

Social isolation was introduced as a measure of the elderly person's subjective valuation of his relationships with other people. Dean's social isolation scale (1961) was employed as the operational measure of this concept. A sample of these scale items are: (1) Sometimes I feel all alone in this world.--Agree. (2) I don't get invited out by friends as often as I'd really like.--Agree. (3) Most people today seldom feel lonely.--Disagree. The validity of this scale for the elderly population was examined by Ellison (1969).

Loss of Function

There is the common cultural conviction that , especially for men, work serves to define one's sense of meaning and purpose in life. This work ethic may be functional for people who are employed in positions of their choice. But for the many disengaged elderly, it serves to feed frustrations and reduce a persons self-worth.

Ellison's loss of function scale (1969) was introduced as the measure of this concept. Although the scale was originally constructed for a sample of retired, male steelworkers, it was considered appropriate for this study because it attempts to measure the feelings toward the retired work role in general. A sample of these scale items are: (1) If a man can't do his job, there's not much reason for living.--Agree. (2) When you get old and can't help, people don't want you around.--Agree. (3) I enjoy having a lot of spare time.--Disagree.

RESULTS

The findings described in Table I suggest that the subjects exposed to the practice and ideology of Synergics were more likely to experience increased life satisfaction, reduced feeling of social isolation, and appeared to be less bothered by the prospects of joblessness than subjects in the control group.

TABLE I.

Average Scores, and Average Difference Scores and their Standard Deviations for Life Satisfaction, Social Isolation, and Loss of Function By Treatment Group.

	Experimental Group (N=21)				Control Group N=21)				
	Before	After	D	S.D.	Before	After	D	S.D.	t-Test
Life Satisfaction	14.0	15.3	-1.3	2.3	15.1	14.9	0.2	2.9	-1.80*
Social Isolation	12.9	10.6	2.3	4.8	12.2	13.9	-1.7	4.9	2.60**
Loss of Function	11.2	9.8	1.4	3.4	12.2	13.1	-0.9	2.9	2.24*

* $p < .05$, one-tailed test

** $p < .01$, "

It was suggested earlier that Synergics may be viewed more as a program for self-actualization than as a therapeutic modality. The difference is that self-actualization represents positive changes for persons who are relatively healthy as opposed to a therapeutic modality which presumes a previous state of "dis-ease." In support of the self-actualization hypothesis, it was found that subjects at the beginning of this experiment appeared to score higher on the LSIA than did the Kansas City sample (Neugarten, 1961) or the Missouri sample (Adams, 1969) both of which were composed of relatively healthy elderly, and yet a significant increase in LSIA scores was observed for subjects exposed to Synergics. This finding does not, however, rule out Synergics as a form of therapy. Further research is needed to examine this possibility.

Throughout the experimental period the subjects were instructed to record their subjective reactions to Synergics on a weekly basis. The most common response given was that many of the participants believed that their practice had some positive effect on their ability to sleep at night. Another common reaction was a reported increase in awareness of their immediate surroundings, experiences which they felt to be normally taken for granted.

Perhaps Synergics has some therapeutic potential, at least for one of the subjects in the experimental group. This person reported that she took the course because whe was experiencing a great deal of anxiety over a buzzing sensation in her ears and bothered her to the point of actually contemplating suicide. Through her practice of the Quiet Breathing Exercise (which is a form of meditation) she was instructed to merge with the sound rather than resisting it and resenting it as she did in the past. The buzzing sound then became a point of focus, a means for achieving quieter states of mind. During and after the course, she reported that she seemed less anxious and bothered by the sound, which, she stated, made life more tolerable.

Although some of the participants reported their "changes" as causally related to their practice of Synergics, such conclusions are not warranted without further testing in a more controlled setting.

SUMMARY AND CONCLUSION

The purpose of this study was to examine the concept of radical aging as an alternative to conservative perspectives on aging. Synergics, a form of Hatha Yoga, was studied as one application of this concept. It was found that subjects exposed to the practice and ideology of Synergics were more likely to experience increased psychological well-being, and reduced social isolation and loss of function than subjects in the control group.

With self-actualization as a goal, Synergics may provide a base for the elderly to radicalize their thinking from a compulsive involvement in conventional society to a kind of experimentation with new ideas, with alternative life styles, with challenging perceptions of life. With a much broader application of the concept of radical aging, old age may become a new and fertile dimension in human development.

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SELF-REINFORCEMENT IN THE ELDERLY AS A FUNCTION OF FEEDBACK AND MODELING

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ABSTRACT

The major purpose of this study was to investigate methods which would facilitate self-reinforcing behavior in older persons. Self-reinforcement is a process in which a person sets a standard for him/herself, and then self-rewards on achieving that self-selected standard. The area of self-reward is important to gerontology because, with aging, there are usually changes which make an individual less able to engage in activities (physical or social) which are potentially rewarding. In addition, attitudes on the part of society (early forced retirement) may further deprive the elderly of many behaviors which are potential sources of reward. Therefore, the environment of many older persons may be relatively less rewarding than that of younger persons.

The observation of modeled behavior has been found to be an extremely effective method by which to impart patterns of behavior, such as self-reinforcement. Success feedback has been demonstrated to be effective in increasing all performance and self-reward, in particular. That is, persons given information that they were correct or successful were more likely to self-reinforce later than persons told they were incorrect. Therefore, modeling and feedback, which had been found effective in increasing self-reinforcing behavior (using younger persons as subjects), were manipulated experimentally in this study to discover their possible effects on self-reward in older adults.

The sample consisted of 180 subjects, 96 women and 84 men, aged 65 and over. The subjects were of multi-ethnic origins, came from all socio-economic levels, and were all in apparent good health at the time of testing. Each person volunteered and was paid two dollars for participation.

After preliminary information and consent forms were completed, the subjects were randomly assigned to the experimental conditions. Half the persons saw a short videotape in which an elderly female model frequently self-reinforced at an experimental task, while the other half viewed the same model perform without self-reward. There were three feedback conditions. While judging ambiguous orange/white patterns, one third received feedback that 95% of their answers were correct, a third received feedback that only 45% of their responses were correct, and one third performed without any feedback about their performance.

The measurement of self-reinforcement was taken during the third phase of the experiment in which the subjects could award themselves points, as many or as few as they wanted, for self-perceived correctness at a matching-to-sample task.

The results, briefly, were:

1. Those persons who had observed the model who self-reinforced, awarded themselves <u>three times</u> as many points, on the average, as those who saw a model who did not self-reinforce.
2. Over time, there was a significant increase in amount of self-reward, but only for those who had seen the model self-reward.

3. There were ethnic differences in amounts of self-reward, but only for those who had observed the model self-reward. For that group, persons of Chinese and Japanese ancestry self-reinforced significantly more than persons of Caucasian ancestry.

4. Feedback was relatively ineffective in changing patterns of self-reinforcement.

5. Levels of self-esteem were relatively high for all subjects. The average self-esteem score was higher than for a group of University of Hawaii students.

What are some of the implications to be derived from this study? First, it has been demonstrated that observing a model, especially by televised means, is an easy and effective way to teach older persons to self-reward. Second, now that it has been shown that older persons can be taught to self-reinforce quite easily, the applied use of self-reinforcement as a helping technique can begin. Third, this study provides additional evidence that the process of aging is not to be regarded as one of decline and decrement. Elderly persons are capable of behaviors which require attention, retention, motor skills, and a basic capacity for learning. And, furthermore, at least for this sample, elderly persons hold themselves in good regard, and have self-esteem levels higher than a comparable, but much younger, group.